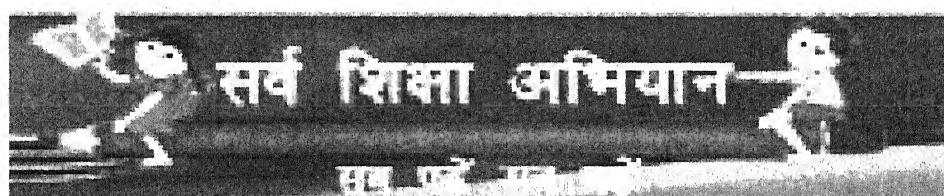


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- HARDOI
UTTAR PRADESH**



Submitted to the
Ministry of Human Resource Development, New Delhi

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By
Dr. R.C. TYAGI



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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Lucknow district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level being undertaken by the office of SPD under the able leadership of J.S. Deepak, IAS (SPD) and Shri Parthasarthy Sen Sharma, IAS (ASPD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. B. K. Bajpai for their continuous support and suggestion while working for this report. We are also thankful to members of research team Dr. R.K. Jaiswal, Dr. Anil Kumar, Mr. Naveen Roy, Shri Shailesh Srivastava, Mr. Tauheed Alam, Mr. Mohd. Kaleem, Mr. Ajay K. Singh, Mr. Ajai K. Dubey, Mr. Haneef, Mr. Arvind Singh, Mr. Jameel and Mr. Durga Dutt for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date : 11th April, 2007

Dr. R. C. Tyagi

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EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.

- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

STUDY SAMPLE AND DESIGN:

There are 2484 primary and 654 upper primary schools and 52 AIE, EGS and Maktab/Madrasas. Apart from these, there are 4 Kasturba Gandhi Balika Vidyalaya in Hardoi district.

The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 124 primary and 38 upper primary schools. 2 EGS and 1 AIE Centre , 1 KGBV and 16 NPEGEL Centres out of 313 running upper primary schools of the district have also been covered in the sample. The data tabulation and analysis was done on the computer using SPSS package.

FINDINGS AND SUGGESTIONS:

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.
- 74.02 per cent of sanctioned teachers are appointed at the primary school level and 55.06 per cent of the sanctioned teachers are appointed at the upper primary level.
- 25.98 per cent teachers for primary schools and 44.94 per cent for upper primary schools are still to be appointed.
- In service training was largely lacking.
- More teachers' needs to be provided in-service training.
- Orientation training has not been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.
- High enrollment of school-age children has been found in Hardoi district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Hardoi district.
- Construction in primary and upper primary schools is not started in large number of cases.
- It needs to be started and then completed.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in such activities needs to be minimized.
- Data related to EGS/AIE centres working in the district are provided BSA is wrong.
- Mainstreaming has been done in private schools in the large number of cases.
- The efforts should be made that mainstreaming should be done mostly in government / aided schools.
- In financial year 2006-07 no CWSN were identified.
- Large number of parents needs to be counseled about CWSN.
- The real number of students required to be identified and aids and appliances should be provided to CWSN.
- NPEGEL programme was flopped in the district.
- Recovery must be done from BSA and action also will be taken against him.
- The possibility to open KGBVs in all the 19 blocks and 1 in urban area of the district needs to be given due consideration.
- Evaluator has found that there is no any coordination among district coordinators, MIS incharge and clerical staff of BSA.
- BSA discourages the MIS incharge and always-engaged in political work.

- Most of the primary schools (87.1 per cent) were established before ten years and the construction of only around 70 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 79.41 per cent schools have been established before ten years and 50 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.
- The maximum of 41 (33.06 per cent) of the sample primary have 4 rooms and 9 (26.47 per cent) upper primary schools have on an average 6 rooms available.
- But more than 33 per cent primary schools use 2 rooms and 55.88 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- Only about 62 per cent schools have play ground.
- 65.82 per cent schools are with boundary walls.
- 56.33 per cent schools have sports items.
- The available sports items are used by students are only in 51.27 per cent schools.
- 91.14 per cent schools have mats and furniture.
- 95.57 per cent schools have blackboards classroom.
- 2.78 per cent schools are without Verandah.
- 75.32 per cent schools have at least one Verandah in the campus.
- Only 1.90 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.
- The availability of drinking water facility is 92 per cent in Primary Schools and 74 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajaldhara has been about 18 per cent.
- 40 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, around 63 per cent for boys and around 59 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 62 per cent for boys and around 65 per cent for girls.

- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.
- The toilet facilities are not used in about 37 per cent of primary and in about 43 per cent of upper primary schools.
- More or less, in around 22 per cent schools, toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.
- Around 9 per cent upper primary school buildings are in bad shape.
- Around 17 per cent primary school buildings are also like this.
- In view of this special provision of repairs should be made to consider the students' safety.
- In 33.33 per cent out of total schools, which are in bad conditions, there are cracks in roof and in 33.33 per cent plaster developed cracks also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.
- The teacher-students ratio is not found satisfactory (1:62 and 1:52)* in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in primary schools.
- Teachers attendance is also not found upto the mark. More than 1 per cent teacher's absence was unreasonable.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.
- Around 65 per cent of working teachers have received training.
- 65.32 per cent working teachers in primary schools have received training.
- Only 63.11 per cent of upper primary school teachers have received training.
- Around 12 per cent trainees received training of 1 to 3 days duration.
- More than 48 per cent trainees received training of 4 to 6 days duration.
- More than 38 per cent trainees received training of 7 to 14 days duration.
- Only 1.70 per cent teachers received training more than 14 days
- Training module lacks training of core subjects like maths, English.
- Training duration should be longer.
- Low percentages of working teachers are getting training.
- There has been a difference between reported students and enrolled students.

- Only 52.18 per cent of the enrolled students were present on register and 41.6 per cent on the day of visit in primary schools.
- Only 62.20 per cent of the enrolled students were present on register and 51.56 per cent on the day of visit in primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members
- More than 24 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- Around 21 per cent students were absent due to occasion.
- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check student's attendance.
- The implementation of students test as per prescribed norms is found good in most of the cases of primary and upper primary schools. But the performance of 14.01 per cent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.
- Around 15 per cent students' behaviour with their teachers was found bad.
- Teachers should maintain their dignity and moral teaching should be done.
- 2 to 4 per cent of the total enrolled students have not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.
- Over all dropout rate ranged from 3.93 to 5.18 per cent in schools but this is higher 5.57 among boys of upper primary schools.
- 53 primary and 21 upper primary schools are having dropped out students.
- On an average 7.67 to 12.50 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in upper primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollment of existing CWSN is 86 per cent in the district.
- The availability of appliances as and aids is only 19.12 per cent enrolled students. Whatever is made available cannot be utilized properly in the absence of required ramps in the schools.

- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.
- About 4 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.
- The availability of food under MDM programme has been the problem in the sample schools and also unavailability of food as per menu has been a problem in 32 per cent schools. The payment of cooks has not been timely in more than 33 per cent schools.
- Around 47 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked outside in majority of the schools.
- 10.48 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 71.77 per cent schools are inspected regularly for MDM.
- Only 15.32 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.
- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.
- About 100 per cent members attended VEC meetings with adequate female and SC member's representation.
- More than 70 per cent and 61.76 per cent schools organized training for VEC members.
- About 59 per cent of primary and 63 per cent of upper primary schools VEC members were trained.
- The training should be organized in each school and should be made monitoring for each VEC member.
- VECs' role in improving overall school conditions were found to be the best in less than 1 per cent schools.
- Their satisfactory role was reported in 62.60 per cent in primary and 48.88 per cent in upper primary schools.
- In around 23 per cent of primary and 30.88 of upper primary schools regarded their role was found to be bad in this respect.

- The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.
- Most of the VECs did not have school construction related records
- This is one of the main reason of fund misuse and slow progress of construction work in schools.
- The unsatisfactory construction work has been reported as maximum 59.30 per cent cases.
- The main reason of unsatisfactory work is slow of construction work due to lack of commitment.
- Strict supervision of construction work is suggested.
- There has been found 4 KGBV.
- The payment of EGS/AIE teachers has been very irregular.
- The student attendance in the alternative schooling centres is quit well.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are not mentioned.
- Most of the EGS/AIE Centres are not functioning properly
- VEC members are required to be oriented for the development of alternative schooling.
- BRC Coordinators visits were found on an average 132.5 times in both schools (primary and upper primary school) for providing academic input.
- NRPC coordinators visits were made on an average 358 times in both schools (primary and upper primary school).
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the primary school level as compared to the upper primary level by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA):

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study:

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Hardoi District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 2484 primary and 654 upper primary schools and 3 AIE, 40 EGS and 10 Maktab/Madrasas, 15 RBCs, 98 NRBCs, and 313 cluster model schools for

NPEGEL. All type of schools/centres are 3621 as presented in Table 1.1. In which there are 4 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1: No. of Total Actual School

Sl. No.	Name of the Block	Primary School	Upper Primary School	NPEGEL	MM	EGS	AIE	KGBV	RBC	NRBC	TOTAL
1	Ahirori	141	31	17	-	2	-	1	1	1	194
2	Baban	166	45	17	-	1	-	-	1	7	237
3	Behandar	110	33	16	1	-	-	1	-	9	170
4	Bharawan	113	20	16	-	5	-	1	1	5	161
5	Bharkhani	152	43	16	-	1	-	-	1	2	215
6	Bilgram	125	36	17	2	6	-	-	1	5	192
7	Hariyawan	108	25	16	-	1	-	-	-	2	152
8	Harpalpur	121	38	17	-	1	-	-	1	7	185
9	Kachhouna	93	26	16	1	-	-	-	-	6	142
10	Kothawan	121	30	16	-	2	-	-	1	5	175
11	Madhoganj	123	27	17	1	3	-	-	-	2	173
12	Mallawan	95	27	17	1	-	-	-	-	3	143
13	Nagar Kshetra	81	15	-	-	-	3	-	1	5	105
14	Pihani	141	35	17	-	9	-	-	1	10	213
15	Sandi	111	43	16	-	1	-	-	1	-	172
16	Sandila	107	29	16	3	2	-	-	1	9	167
17	Shahbad	140	39	17	1	1	-	-	1	3	202
18	Sursa	164	47	17	-	-	-	-	-	2	230
19	Tandiyawa	136	35	16	-	3	-	-	2	5	197
20	Tondarpur	136	30	16	-	2	-	1	1	10	196
Total		2484	654	313	10	40	03	4	15	98	3621
No. of Sample School		124	34	16	1	2	1	1	1	5	185
% of Sample School		(5.00)	(5.20)	(5.11)	(10.00)	(5.13)	(33.3)	(25.00)	(7.14)	(2.04)	(5.11)

Source: SSA Programme, BSA, District Hardoi, and U.P.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 124 primary and 34 upper primary schools, 2 EGS, 1 AIE, 1 Madarsa and 5 NRBC, 1 RBC Centre and 1 KGBV. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample schools

SI No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	Madarsa	EGS	AIE	KGBV	Bridge course		Total
									NRBC	RBC	
1	Bharawan %age Schools/Centre Sample no of Schools %age Schools/Centre	113 (21.16) 26 (20.97)	20 (15.27) 5 (14.71)	16 (24.62) 4 (25.00)	-	5 (83.33) 2 (100.00)	-	1 (100.00) 1 (100.00)	5 (23.81) 1 (20.00)	1 (33.33) - (20.00)	161 (21.02) 39 (21.08)
2	Bharkhani %age Schools/Centre Sample no of Schools %age Schools/Centre	152 (28.46) 35 (28.23)	43 (32.82) 1 (32.35)	16 (24.62) 4 (25.00)	-	1 (16.67) 0 (0.00)	-	-	2 (9.52) 1 (20.00)	1 (33.33) - (20.00)	215 (28.07) 51 (27.57)
3	Kachhoona %age Schools/Centre Sample no of Schools %age Schools/Centre	93 (17.41) 22 (17.73)	26 (19.84) 7 (20.59)	16 24.61 (50.00) 4 (25.00) 0 (0.00)	1 - - - -	-	-	-	6 (28.57) 1 (20.00)	- - - - -	142 (18.54) 34 (18.38)
4	Mallawan %age Schools/Centre Sample no of Schools %age Schools/Centre	95 (17.79) 22 (17.74)	27 (20.67) 7 (20.59)	17 26.15 (50.00) 4 (25.00) 1 (100.00)	1 - - - -	-	-	-	3 (14.29) 1 (20.00)	- - - - -	143 (18.67) 35 (18.92)
5	City Area %age Schools/Centre Sample no of Schools %age Schools/Centre	81 (15.17) 19 (15.32)	15 (11.45) 4 (11.76)	0 (0.00) 0 (0.00)	-	-	3 (100.00) 1 (33.33)	-	5 (23.81) 1 (20.00)	1 (33.34) 1 (100.00)	105 (13.70) 26 (14.06)
	Total %age Schools/Centre Sample no of Schools %age Schools/Centre	534 (100.00) 124 (100.00)	131 (100.00) 34 (100.00)	65 (100.00) 16 (100.00)	2 100.00 1 (100.00)	6 (100.00) 2 (100.00) 1 (100.00)	3 (100.00) 1 (100.00) 1 (100.00)	1 (100.00) 1 (100.00) 1 (100.00)	21 (100.00) 5 (100.00) 5 (100.00)	3 (100.00) 1 (100.00) 1 (100.00)	766 (100.00) 185 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Apart from the above, 16 NPEGEL Centres out of 313 running upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	<u>BRC</u>			
	Within 3 KM	23 (18.55)	6 (17.65)	29 (18.35)
	3 to 5 KM	9 (7.26)	1 (2.94)	10 (6.33)
	5 to 8 KM	24 (19.35)	7 (20.59)	31 (19.62)
	Above 8 KM	68 (54.84)	20 (58.82)	88 (55.70)
Total		124 (100.00)	34 (100.00)	158 (100.00)
2	<u>NPRC</u>			
	Within 3 KM	47 (37.90)	16 (47.06)	63 (39.87)
	3 to 5 KM	32 (25.81)	10 (29.41)	42 (26.58)
	5 to 8 KM	35 (28.23)	6 (17.65)	41 (25.95)
	above 8 KM	10 (8.06)	2 (5.88)	12 (7.59)
Total		124 (100.00)	34 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	Within 3 KM	23 (18.55)	6 (17.65)	29 (18.35)
	3 to 5 KM	9 (7.26)	1 (2.94)	10 (6.33)
	5 to 8 KM	24 (19.35)	7 (20.59)	31 (19.62)
	Above 8 KM	68 (54.84)	20 (58.82)	88 (55.70)
Total		124 (100.00)	34 (100.00)	158 (100.00)
2	NPRC			
	Within 3 KM	47 (37.90)	16 (47.06)	63 (39.87)
	3 to 5 KM	32 (25.81)	10 (29.41)	42 (26.58)
	5 to 8 KM	35 (28.23)	6 (17.65)	41 (25.95)
	above 8 KM	10 (8.06)	2 (5.88)	12 (7.59)
Total		124 (100.00)	34 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF HARDOI DISTRICT

2.1. Introduction:

Hardoi district covers an area of 5947sq. Kms. Its northern border touches Shahjahanpur & Lakhimpur Kheri districts, Lucknow (capital of U.P) and Unnao are situated at south border, West borders touches Kannauj (Industrial City of U.P) and Farrukhabad and on eastern border Gomati river separates this district from Sitapur. Nemisharayan the Pilgrim of Dwipar age is just 45 km away from district headquarter. The length of this district from northwest to southeast is 125.529 km and width from east to west is 74.83 km. District Hardoi comprises of 5 sub-divisions/tehsils (Hardoi, Shahabad, Bilgram, Sandila and Sawayajpur), 19 blocks, 191 Nyay Panchayat, 1101 Gram Sabha & 1983 revenue villages out of these villages 1883 are habited. It has also 7 Nagar Palika Parishads & 6 Nagar Panchayat Hardoi district is accessible from every part of India by road and rail (see the map). The population of the district was 3398306 as per census 2001 in which male are 1842698 & Female are 1555608.

It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 36.3 per cent to 51.9 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 51.9 per cent than the State average, i.e. 56.3 per cent. The male literacy rate (64.4 per cent) is recorded to be the far higher as compared to the female literacy rate (36.8 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of Uttar Pradesh and Hardoi

Sl. No.	Item	Uttar Pradesh		Hardoi District	
		1991	2001	1991	2001
1	2	3	4	5	6
1	People	40.7	56.3	36.3	51.9
2	Male	54.8	68.8	49.4	64.4
3	Female	24.4	42.2	19.8	36.8

Source: Census of India, 2001.

DISTRICT MAP



2.2. Status of Schools:

As per information available from the office of Basic Shiksha Adhikari, Hardoi, there were 3003 primary and upper primary schools as on 31 March 2006. Out of these, 2417 were primary and 586 upper primary schools in the district. Total number of 135 (67 PS and 68 UPS) was sanctioned for the current financial year of 2006-07. All the sanctioned primary and upper primary schools were opened during this period. Current status of PS & UPS in the district including newly opened schools indicates that there are 3138 schools of which 2484 are primary schools and 654 upper primary schools. (See in Table-2.2)

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	2417	586	3003
2	No. of Schools Sanctioned in current financial year-2006-07	67	68	135
3	No. of Schools Opened in current financial year-2006-07	67	68	135
4	Current Status of School	2484	654	3138

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A and 2.3 B indicate that there were 11187 total sanctioned teachers for primary schools and 2735 total sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teacher was found to be 8281 and 1506 teachers respectively. This indicated a difference of 2906 teachers for primary and 1229 for upper primary schools, which are still to be appointed in the district. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicated that in case of primary schools, more than 79 per cent are appointed against sanctioned in the category of headmasters, 42.89 per cent are appointed against sanctioned as assistant teachers and 99.58 per cent are appointed against as shiksha mitra. It is relevant to say that in case of primary schools, more than 20 per cent posts are vacant against sanctioned in the category of headmasters, 57.11

per cent are vacant against sanctioned as assistant teachers and 0.42 per cent are vacant against as shiksha mitra.

In case of upper primary schools 50.08 per cent appointed against sanctioned as headmasters and 56.62 per cent appointed against assistant teachers. The actual difference between appointment and sanctioned teachers indicated that 49.92 per cent posts are vacant for headmasters and 43.38 per cent for assistant teachers.

Table-2.3 (A): Details about Teachers in Primary Schools

Sl. No.	Details	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanctioned	Difference
1	2	3	4	5	6	7
1	Headmaster	2397	67	2464 (100)	1968 (79.87)	496 (20.13)
2	Assistant Teachers	4187	-	4187 (100)	1796 (42.89)	2391 (57.11)
3	Shiksha Mitra	4392	144	4536 (100)	4517 (99.58)	19 (0.42)
	Total	10976	211	11187 (100)	8281 (74.02)	2906 (25.98)

Source: SSA Programme, BSA, District- Hardoi, U.P.

Table-2.3 (B): Details about Teachers Upper Primary Schools

Sl. No.	Details	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanctioned	Difference
1	2	3	4	5	6	7
1	Headmaster	581	68	649 (100)	325 (50.08)	324 (49.92)
2	Assistant Teachers	1950	136	2086 (100)	1181 (56.62)	905 (43.38)
	Total	2531	204	2735(100)	1506 (55.06)	1229 (44.94)

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings

- 74.02 per cent of sanctioned teachers are appointed at the primary school level a 55.06 per cent of the sanctioned teachers are appointed at the upper primary level
- 25.98 per cent teachers for primary schools and 44.94 per cent for upper primary schools are still to be appointed.

2.4 Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Hardoi during 2006-07 as presented in Table-2.4 indicated that 357 appointments in primary schools and 276 appointments at upper primary school were made. Out of total 357 appointed teachers at the primary school level, 140 shiksha mitra are appointed at the VEC level, 207 headmasters and remaining 10 assistant teachers at the DPO level. As against this there were 174 appointments of headmasters and 102 of assistant teachers at the DPO level in upper primary schools of district Hardoi during the year 2006-07.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	207	-	207	-	174	-	174	-
2	Assistant Teacher	10	-	10	-	102	-	102	-
3	Shiksha Mitra	-	140		140	-	-	-	-
	Total	217	140	217	140	276	-	276	-

Source: SSA programme, BSA, District- Hardoi, U.P.

2.5 Teachers' In Service Training:

In order to maintain teaching standard, there is a provision for in service training, but there is no any target has been fixed by the BSA, Hardoi. As per data presented in Table-2.5, there was only 1105 Shiksha Mitra provided in service training till 31.10.2006

Table-2.5: Details about In Service Training of PS & UPS Teachers

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	-	-	-	-	-	-
2	Assistant Teachers	-	-	-	-	-	-
3	Shiksha Mitra	-	1105	-	-	-	-
	Total	-	1105	-	-	-	-

Source: SSA programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- In service training was largely lacking.
- More teachers' needs to be provided in-service training.

2.6 Teachers' Orientation Training:

There is no any target has been fixed by the BSA, Hardoi for the year 2006-07. The orientation training Programme, of 15 days has been provided to only 2236 Shiksha Mitra till 31.10.06 (Table-2.6).

Table-2.6: Teachers' Orientation Training:

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant Teachers	-	-	-
3	Shiksha mitra	-	2236	-
	Total	-	2236	-

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- Orientation training has not been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.

2.7 Teachers Learning Material (TLM) Grant:

As per information given in Table-2.7, 8902 and 1854 teachers belonging to primary and upper primary schools respectively where found eligible to receive TLM grant during the financial year 2006-07. A total of Rs.3966000.00 was given as TLM grant to all eligible primary schools teachers. Along with this, Rs. 759500.00 was also given to upper primary school teachers. The date of receipt of TLM grant was 26.08.06, for both the primary and upper primary school teachers. Number of teachers 7932 from primary and 1519 from upper primary schools received TLM grant during the financial year 2006-07.

Table-2.7: Details about TLM Grant

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	8902	1854
2	Total grant sent by BSA to VECs accounts	3966000	759500
3	Date of release of TLM Grant	26.8.06	26.8.06
4	No. of teachers covered	7932	1519

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.8 Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.8) indicated that books were distributed among 333850 children of primary schools of the district in the month of July to September 2006. Out of Total recipient students, 239663 were girls (71.79 per cent) and 94187 (28.21 per cent) were boys belonging to SC category. Apart from this, free textbooks have also been distributed among 162014 students of primary schools from state government funds.

In case of upper primary schools textbooks were distributed among 86852 students. Out of these 30529 (35.15 per cent) were boys belonging to SC category and 56323 (64.85 per cent) were girl students. Apart from this, free textbooks have also been distributed among 42834 students of upper primary schools from state government funds.

Table-2.8: Details About Text Books Distribution

Sl. No.	Details	Primary School			Upper Primary School		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
1	No. of children to whom free text books have been distributed	333850	94187	239663	86852	30529	56323
2	No. of children received free text books from SSA Programme	333850	94187	239663	86852	30529	56323
3	No. of children received free text books from State Govt. Funds	162014	0	0	42834	0	0
4	Actual date of text books distributed to the district level and to schools	Textbooks received by the district in the month of June to July 2006, and distributed to the students in the month of July to September 2006.					

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.9 Number of Children and their Enrolment in Schools:

A household Child-Survey was conducted during September 2006 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total number of 613082 children were found. Out of these 53.44 per cent were boys and remaining 46.56 per cent were girls. The number of students in the age group of 11-14 years was recorded to be less than earlier group, i.e. 248704. These were 56.31 per cent boys and 43.69 per cent girls in total number of children in this age group.

These figures are presented in the Table-2.9, which further indicated that 98.13 per cent of total children of 6-11 years age group were enrolled in schools. In case of children falling in 11-14 years group, enrolment ranged from 99.80 per cent among boys to 99.42 per cent out of girls as on September 30, 2006.

Table-2.9: Details of Children and their Enrolment in Schools

Age group of children		Total No. of children as per household survey Sep.-2006	Total No. of children enrollment as per 30.09. 2006
6-11 Years	Boys	327654 (53.44)	326437 (99.63) (54.26)
	Girls	285428 (46.56)	275184 (96.41) (45.74)
	Total	613082 (100)	601621 (98.13) (100)
11-14 Years	Boys	140035 (56.31)	139749 (99.80) (56.40)
	Girls	108669 (43.69)	108042 (99.42) (43.60)
	Total	248704 (100)	247791 (99.63) (100.00)

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- High enrollment of school-age children has been found in Hardoi district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Hardoi district.

2.10. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. It has been shown in Table-2.10. The available information indicates that construction of 67 new primary schools and 68 upper primary schools was sanctioned for the financial year 2006-07 in the district. It has been reported that 3 primary and 4 upper primary schools were in progress, but construction of 64 primary and 64 upper primary schools has not been started yet due to lack of timely training

about anti earthquake. Apart from this, the sanction has been given for additional 3100 rooms in existing primary schools and 50 for upper primary schools in the financial year 2006-07. However the work could be completed only for 30 primary schools. The work is in progress in 1726 Primary schools, while the work could not start as yet on 1344 Primary schools. The reason for not initiating construction of 1344 rooms in some primary schools of the district has been attributed to lack of training about anti earthquake in time.

In case of existing upper primary schools, 50 additional rooms were sanctioned for construction during the financial year 2006-07. The construction work of 7 additional rooms, are in progress, while the work could not start as yet on 43 additional rooms in upper Primary schools. The technical supervision of civil works of primary and upper primary schools is done by the Junior Engineers of District BSA office (specially appointed for Sarva Shiksha Abhiyan), but the proper technical guidance during the construction is not provided by these JEs in some places as reported by the school teachers.

Table-2.10: Status of Civil Work Sanctioned for the Financial Year 2006-07

Sl. No.	Construction	Sanction (No.)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	67	-	3	64	Work started after the training of anti-earthquake technique
2	New Upper Primary Schools	68	-	4	64	Work started after the training of anti-earthquake technique
3	Additional Rooms for Primary Schools	3100	30	1726	1344	Work started after the training of anti-earthquake technique
4	Additional Rooms for UPS	50	-	7	43	Work started after the training of anti-earthquake technique

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- Construction in primary and upper primary schools is not started in large number cases.
- It needs to be started and then completed.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in such activities needs to be minimized.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district was not made available by the BSA, Hardoi.

2.11 School Grants:

The details as presented in Table-2.11 indicate that the grant of 135 primary and upper primary schools was approved for the year 2006-07. Out of total schools received the grants for the year 2006-07, 67 were primary and 68 upper primary schools. In case of 67 primary schools and 68 upper primary schools of the district, the funds have also been released. The total released amount was Rs. 306.385 lakhs. Out of this, Rs. 133.665 Lakhs was for the primary schools and Rs 172.72 lakhs for the upper primary schools. The details regarding utilization were not made available by VECs to BSA till January 2007. It is also relevant to say that the date of released amount to VEC was not made available by the BSA, Hardoi. There was no centralized purchase for schools from this grant by the BSA.

Table-2.11: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	67	68	135
2	No. of schools to whom funds have been released	67	68	135
3	Date of release the grant to VEC accounts	-	-	-
4	Released amount (Rs. In lakhs)	133.665	172.72	306.385
5	Amount utilized by VECs up to 30.10.06 (Rs. In lakhs)	-	-	-
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes			
	a. For What purpose			
	b. Amount utilized (Rs. In lakhs)			

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.12. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 362 EGS/AIE centers during the financial year 2006 in Hardoi district. Out of these 273 EGS/AIE centers were in position during that period. Besides this, 255 EGS/AIE centers were sanctioned during the financial year 2006-07. Table-2.12 contains this information, indicates that only 52 Centres were reported in position as against 255, which are sanctioned during current financial year. Thus, there are only 52 EGS/AIE centers reported in position in Hardoi.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	362	273(75.41)
2	No. of EGS/AIE centers in the financial year 2006-07	255	52 (20.39)
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	0	0
4	No. of teachers sanctioned for new upgraded primary schools	0	0

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- Data related to EGS/AIE centres working in the district are provided BSA is wrong.

2.13 Students Enrollment in the EGS/AIE Centres:

The information regarding enrolment status in EGS/AIE centers of Hardoi district as presented in Table-2.13 indicated that 1405 children were enrolled against the target of 2705 children in these Centres as on 30.09.2006. Out of the total enrolled children, 305 (21.71 per cent) belonged to the scheduled caste, 459 (32.67 per cent) to the OBC, 351 (24.98 per cent) to minority and 290 (20.64 per cent) to the other category of population.

Table-2.13: Details about Children's Enrollment in the EGS/AIE Centres

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	SC	522	305 (21.71)	217
2	ST	-	-	-
3	OBC	870	459 (32.67)	411
4	Minority	817	351 (24.98)	466
5	Others	496	290 (20.64)	206
	Total	2705	1405 (100.00)	1300

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.14. Training to the Education Volunteers (EVs):

There were 52 EVs reported to be working in the district of Hardoi and all of them are trained. All the EVs have received Inductional Refresher Training, which is imparted for 15 days during the year 2006-07. They have been given training by DIET. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

Out of 52 EVs, 17 have qualification at the level of graduation and above and remaining 35 EVs had qualification up to intermediate (Table-2.14).

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

Table-2.14: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	0
2	Intermediate	35 (67.31)
3	Graduates and above	17 (32.69)
	Total	52 (100)

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.15. Children Mainstreamed From EGS/AIE Centres:

There were 1405 children mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. 1000 children were mainstreamed in the private schools, 1210 children in govt. aided schools and 3280 children were mainstreamed in the government schools of the district (Table-2.15). Free books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.15: **Children Mainstreamed From EGS/AIE Centres**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07	1405	-
2	Details of the last academic year 2005-06	5490	-
	1. Mainstreaming in private schools	1000	-
	2. Mainstreaming in Govt. aided schools	1210	-
	3. Mainstreaming in Govt. schools	3280	-

Source: SSA Programme, BSA, District- Hardoi, U.P.

Findings and Suggestions

- Mainstreaming has been done in private schools in the large number of cases.
- The efforts should be made that mainstreaming should be done mostly in government / aided schools.

2.16. BRC/NPRC:

The details of BRC and NPRCs in case of Hardoi district have been presented Table-2.16. There were 19 BRCs and 191 NPRCs recorded during the financial year 2006-07. Along with this, there were 16 BRC coordinators and 19 assistant coordinators and one other staff has been sanctioned and duly appointed. In case of NPRCs having only 87 coordinator.

Table-2.16: Details about BRC/NPRC

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.06	19	19
2	No. of NRPC centers as on 31.03.06	191	191
3	No. of BRC centers in the financial year 2006-07	19	19
4	No. of NRPC centers in the financial year 2006-07	191	191
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator c. Others	16 19 01	16 19 01
6	Details of staff in NRPC: Coordinators	87	87

Source: SSA Programme, BSA, District- Hardoi, U.P.

2.17. Children With Special Needs (CWSN):

There was not a single CWSN child identified in the district during the financial year 2006-07 by the district officials. But 154 (63.11 per cent) boys and 90 (36.89 per cent) were girls. Out of a total 244 CWSN children who have been provided with aids and appliances during the financial year 2006-07. There were three resource teachers among 154 boys and no resource teacher was provided for the 90 girls (Table-2.17). There were 4 itinerant teachers for boys and 3 for girls were appointed. Apart from these, there was one district coordinator for IED and she was not given the opportunity of orientation for the same, and also she was not given the opportunity to participate in any capacity building Programme at the state level. There were 1293 schools in the district where ramps were constructed. Out of these, 1085 ramps were in primary schools and 208 ramps in upper primary schools. The counseling was given to only 52 parents of CWSN children during current financial year of 2006-07.

Table-2.17: Children With Special Needs (CWSN)

Sl. No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	-	-	-
2	No. of children who have been provided with aids and appliances in financial year 2006-07	154	90	244
3	No. of resource teachers identified	3	0	3
4	No. of Itinerant teachers identified	4	3	7

Source: SSA Programme, BSA, District- Hardoi, U.P.

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Findings and Suggestions

- In financial year 2006-07 no CWSN were identified.
- Large number of parents needs to be counseled about CWSN.
- The large number of students required to be identified and aids and appliances should be provided to CWSN.

2.18. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available in this respect, which are presented in Table-2.18, there is a target of 100 model school clusters for the year 2006-07. All these school clusters, popularly known as **Meena Manch** were not made functional in the district as on 30.09.2006. All the clusters were not provided with the drinking water and toilet facilities, and not a single schools were added with additional class rooms as the data provided by the BSA office.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Hardoi, U.P.

Table-2.18: National Programme for Educational of Girls at Elementary Level

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 30.09.2006	Difference
1	2	3	4	5
1	Number of model schools clusters	100	-	100
2	No. of additional class rooms to be aided.	-	-	-
3	No of model clusters with drinking water	100	-	0
4	No of model clusters with toilet facility	100	-	0
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	289.54	238.69	50.85
7	No. of ECCE centers operational under Innovation Head funds	200	200	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Hardoi , U.P.

Findings and Suggestions

- NPEGEL programme was flopped in the district.
- Recovery must be done from BSA and action also will be taken against him.

2.19. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBV sanctioned in the district were 4 in the year 2006-07 in the four blocks of the district. It was made functional with the efforts of DIET up to 30.09.06 in the district. Land has been identified as yet for these KGBVs and the formalities for the construction for these KGBVs have been completed, and work is in progress.

The positions of 4 warden cum teacher, along with this 16 full time teachers, 12 part time teachers and 16 support staff (Accountant/Assistant, Peon, Chaukidar and Cook) were sanctioned. Out of these, 4 warden cum teacher were appointed along with this, 14 full time teachers, 12 part time teachers and 16 support staff (Accountant/Assistant, Peon, Chaukidar and Cook) were also in position. (Table-2.19). There were 400 students in these KGBVs as reported by the BSA officials.

Table-2.19: Teaching and Other Staff in KGBVs

SI. No.	Staff	Sanctioned	In Position
1	Warden cum teachers	$1 \times 4 = 4$	4
2	Full time teachers	$4 \times 4 = 16$	14
3	Part time teachers	$3 \times 4 = 12$	12
4	Support staff (accountant/assistant, peon, chowkidar and cook)	$4 \times 4 = 16$	16

Source: SSA Programme, BSA, District- Hardoi, U.P.

Suggestions

- The possibility to open KGBVs in all the 19 blocks and 1 in urban area of the district needs to be given due consideration.

2.20. Details About District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools. The data collected and compiled are being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 per cent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was not organized for CRC/BRC coordinators in the district.

Findings

- Evaluator has found that there is no any coordination among district coordinators, MIS incharge and clerical staff of BSA.
- BSA discourages the MIS incharge and always-engaged in political work.

2.21. Functioning of Village Education Committees (VEC):

There are 1101 village/school level management committees in the district where all the members of VEC were not oriented with required training.

2.22. Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-5, Accountant, Steno, Computer Operators, Assistant Engineer, 13 Junior Engineers and MIS incharge were sanctioned and duly appointed in Hardoi district.

Table-2.20: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	5
4	Accountant	1	1
5	Assistant Accountant	1	1
6	Computer Operator	1	1
7	EMIS Incharge	1	1
8	Clerk/office assistant	1	1
9	Assistant Engineer	1	1
10	Junior Engineer	13	13
11	Steno	1	1
12	Driver	1	1
13	Peon	3	3

Source: SSA Programme, BSA, District- Hardoi, U.P.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools:

Out of total sample schools, about 85 per cent have been established before ten years. 87.1 per cent primary schools and 79.41 per cent upper primary schools were established ten years back or even before. On an average, rest of the 15 per cent sample schools was established within 10 years. As against this, more than 34 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, 30 per cent and 50 per cent schools have been constructed during last 10 years in Hardoi district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2006-07 to 2004-05)	2 (1.61)	4 (3.25)	2 (5.88)	7 (20.59)	4 (2.53)	11 (7.01)
2	2 Years to 5 years (2003-04 to 2001-02)	6 (4.84)	8 (6.50)	3 (8.82)	6 (17.65)	9 (5.70)	14 (8.92)
3	5 years to 10 year (2000-01 to 1996-97)	8 (6.45)	25 (20.33)	2 (5.88)	4 (11.76)	10 (6.33)	29 (18.47)
4	10 year + (Before 1995-06)	108 (87.10)	86 (69.92)	27 (79.41)	17 (50.00)	135 (85.44)	103 (65.61)
	No. of Total Schools	124 (100.00)	123* (100.00)	34 (100.00)	34 (100.00)	158 (100.00)	157* (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

- *1 Primary school is running in a rented house.

Findings and Suggestions

- Most of the primary schools (87.1 per cent) were established before ten years and construction of only around 70 per cent of total primary schools was done before 10 years.
- In case of upper primary schools, 79.41 per cent schools have been established before ten years and 50 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.

3.2 Availability and Utilization of Classrooms:

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 8 rooms available only in 3 primary school out of 124 sample schools in the district of Hardoi. But the use of school rooms as classroom is recorded to be 6 as maximum only in two sample primary school of the district. The availability of four rooms is

found in maximum number (41) of sample primary schools constituting 33.06 per cent. But at the same time use of four rooms for classrooms are recorded 20.97 per cent in 124 samples of primary schools. The availability of two rooms in primary schools is seen only in case of 9 schools, constituting 7.26 per cent of the sample. But the use of two rooms for class teaching is found in maximum 41 schools covering 33.06 per cent. The availability of three rooms in 29 schools, five in 23 schools, six in 14 schools, 7 in 5 schools, but the use of these for classrooms is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a minimum of 15 rooms is recorded in 1 school out of existing 34 sample schools. The 6 rooms are also found in 9 schools. The number of rooms for classroom teaching ranged from 2 to 6, but the only one school used 15 rooms as class room. A maximum of 55.88 per cent sample schools have 3 rooms for teaching. Rest of the 5.88, 23.53, 8.82 and 2.94 per cent schools have 2, 4, 5 and 6 rooms, respectively for class room teaching.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
00	0 (0.00)	1 (0.81)	0 (0.00)	0 (0.00)
01	0 (0.00)	2 (1.61)	0 (0.00)	0 (0.00)
02	9 (7.26)	41 (33.06)	0 (0.00)	2 (5.88)
03	29 (23.39)	39 (31.45)	3 (8.82)	19 (55.88)
04	41 (33.06)	26 (20.97)	6 (17.65)	8 (23.53)
05	23 (18.55)	13 (10.48)	7 (20.59)	3 (8.82)
06	14 (11.29)	2 (1.61)	9 (26.47)	1 (2.94)
07	5 (4.03)	0 (0.00)	5 (14.71)	0 (0.00)
08	3 (2.42)	0 (0.00)	2 (5.88)	0 (0.00)
10	0 (0.00)	0 (0.00)	1 (2.94)	0 (0.00)
11	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
12	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
13	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
14	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
15	0 (0.00)	0 (0.00)	1 (2.94)	1 (2.94)
No. of Total Schools	124 (100.00)	124 (100.00)	34 (100.00)	34 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- The maximum of 41 (33.06 per cent) of the sample primary have 4 rooms and 9 (26.47 per cent) upper primary schools have on an average 6 rooms available.
- But more than 33 per cent primary schools use 2 rooms and 55.88 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools only 33.87 per cent school have boundaries. But the availability of playground is recorded 62.1 per cent in schools. Sports items are also found in

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	77 (62.10)	47 (37.90)	21 (61.76)	13 (38.24)	98 (62.03)	60 (37.97)
Boundaries	42 (33.87)	82 (66.13)	12 (35.29)	22 (64.71)	54 (34.18)	104 (65.82)
Availability of Sport Items	73 (58.87)	51 (41.13)	16 (47.06)	18 (52.94)	89 (56.33)	69 (43.67)
Proper availability of Mats/Furniture	112 (90.32)	12 (9.68)	32 (94.12)	2 (5.88)	144 (91.14)	14 (8.86)
Black Board in Class Rooms	118 (95.16)	6 (4.84)	33 (97.06)	1 (2.94)	151 (95.57)	7 (4.43)
Use of Sport Items	66 (53.23)	58 (46.77)	15 (44.12)	5 (14.71)	81 (51.27)	63 (39.87)
Schools without Varandah	23 (18.55)		13 (38.24)		36 (22.78)	
Schools with one Varandah	99 (79.84)		20 (58.82)		119 (75.32)	
Schools with More than one Varandah	2 (1.61)		1 (2.94)		3 (1.90)	

Source: Field Survey, SSA Programme, District Hardoi, U.P.

58.87 per cent primary schools. The availability of mats, furniture and blackboard in classrooms is found to be good, i.e. 90.32 per cent and 95.16 per cent, respectively. Despite the availability of sports items, their use is found only in 53.23 per cent schools. Around 75 per cent primary schools have verandah in the school building. Majority of the schools (79.84 per cent) have one verandah and 1.61 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (35.29 per cent). But the playground is available only in 61.76 per cent schools. The availability of sports items is found in 47.06 per cent schools. In

the schools having with sports items their use is confined to 44.12 per cent. The availability of mats and furniture is (94.12 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in 97.06 per cent schools. As far as verandah is concerned, 61.76 per cent upper primary schools have verandah and 58.82 per cent schools have single verandah. Only 2.94 per cent upper primary schools are having more than one verandah.

Findings and Suggestions

- Only about 62 per cent schools have play ground.
- 65.82 per cent schools are with boundary walls.
- 56.33 per cent schools have sports items.
- The available sports items are used by students are only in 51.27 per cent schools.
- 91.14 per cent schools have mats and furniture.
- 95.57 per cent schools have blackboards classroom.
- 2.78 per cent schools are without Verandah.
- 75.32 per cent schools have at least one Verandah in the campus.
- Only 1.90 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

3.4 Availability of Drinking Water:

92 per cent primary schools in the sample have drinking water facility and 73.53 are found in upper primary schools. Out of existing drinking water facilities, about 18 per cent have been arranged through Swajaldhara and 42 per cent other sources. Thus, 40 per cent drinking water facilities have been created through SSA funds.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Facility available	114 (91.94)	10 (8.06)	25 (73.53)	9 (26.47)	139 (87.97)	19 (12.03)
Scheme	Swajaldhara	SSA	Swajaldhara	SSA	Swajaldhara	SSA
Drinking Water	18 (15.79)	48 (42.11)	48 (28.00)	7 (28.00)	11 (44.00)	25 (17.99)
						59 (39.57)
						59 (42.45)

Source: Field survey, SSA programme, District Hardoi, U.P.

Findings and Suggestions

- The availability of drinking water facility is 92 per cent in Primary Schools and 74 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajaldhara has been about 18 per cent.
- 40 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility:

The toilet facilities are available to, around 63 per cent boys and around 59 per cent girls, at the primary school level. At the upper primary level, the availability of toilet for boys are 61.76 per cent, but in case of girls, it is 64.71 per cent. The available toilet facility is provided through SSA for 54.55 per cent sample schools at upper primary level and for about 35.90 per cent schools at the primary level. More than 28 per cent and 13 per cent facilities are made available through Total Sanitation Programme at primary school level and upper primary school level, respectively.

Table-3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
Facility available	78 (62.90)	46 (37.10)	73 (58.87)	51 (41.13)	21 (61.76)	13 (38.24)	22 (64.71)	12 (35.29)
Scheme	TSS	SSA	Others	Not Applicable	TSS	SSA	Others	Not Applicable
Toilet	22 (28.21)	28 (35.90)	28 (35.90)	46	3 (13.64)	12 (54.55)	7 (31.82)	12

Source: Field survey, SSA programme, District Hardoi, U.P.

Findings and Suggestions:

- Toilet facilities are available, around 63 per cent for boys and around 59 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 62 per cent for boys and around 65 per cent for girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. Around 37 per cent existing toilet facilities are not in use at primary and upper primary schools. These are on account of improper maintenance of toilet facilities.

Table 3.6: Reason For non-use of toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	6 (20.69)	2 (33.33)	8 (22.86)
Shock pit Filled	7 (24.14)	2 (33.33)	9 (25.71)
Door and Seats has Creaked	8 (27.59)	1 (16.67)	9 (25.71)
Others	8 (27.59)	1 (16.67)	9 (25.71)
Total	29 (100.00)	6 (100.00)	35 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P

Findings and Suggestions

- The toilet facilities are not used in about 37 per cent of primary and in about 43 per cent of upper primary schools.
- More or less, in around 22 per cent schools, toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

86 per cent primary and upper schools have good atmosphere and 98 per cent school students are satisfied with proper ventilation in the classrooms. In 86.71 per cent schools at the primary and upper primary levels, proper space for students sitting is reported. But the health facilities are reported to be provided during the last six months only in 31 per cent sample schools.

Table No. 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	109 (87.90)	15 (12.10)	27 (79.41)	7 (20.59)	136 (86.08)	22 (13.92)
Proper ventilation in Classrooms	124 (100.00)	0 (0.00)	31 (91.18)	3 (8.82)	155 (98.10)	3 (1.90)
Proper Space in Class room for sitting to student	103 (83.06)	21 (16.94)	34 (100.00)	1 (2.94)	137 (86.71)	22 (13.92)
Schools provided health facilities last 6 month	38 (30.65)	86 (69.35)	11 (32.35)	23 (67.65)	49 (31.01)	109 (68.99)

Source: Field survey, SSA programme, District Hardoi, U.P

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

3.7 Condition of School Building:

Survey results indicate 15.19 per cent school buildings are in bad condition. In case of upper primary schools, 8.82 per cent school buildings are in bad shape and in the primary schools, it is 16.94 per cent.

Table 3.8: Condition of School Building

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	38 (30.65)	65 (52.42)	21 (16.94)	124 (100.00)
2	Upper Primary School	16 (47.06)	15 (44.12)	3 (8.82)	34 (100.00)
	Total	54 (34.18)	80 (50.63)	24 (15.19)	158 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P

Findings and Suggestions

- Around 9 per cent upper primary school buildings are in bad shape.
- Around 17 per cent primary school buildings are also like this.
- In view of this special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 17 per cent cases out of sample primary schools, which are in bad conditions, quality of construction is not found good as cracks are developed in roofs in 33.33 per cent primary and upper primary schools and cracked plaster is 33.33 per cent in both types of schools. In 19.05 per cent primary schools and 33.3 in upper primary schools are without doors and windows. In 14.29 per cent primary schools have other reasons also.

Table 3.9: Reasons for bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary School	7 (33.33)	7 (33.33)	4 (19.05)	3 (14.29)	21 (100.00)
Upper Primary School	1 (33.33)	1 (33.33)	1 (33.33)	-	3 (100.00)
Total	8 (33.33)	8 (33.33)	5 (20.83)	3 (12.50)	24 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P

Findings and Suggestions

- In 33.33 per cent out of total schools, which are in bad conditions, there are cracks in roof and in 33.33 per cent plaster developed cracks also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Hardoi. The average number of sanctioned teachers turns out to be around 4 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra is 1, 1.5 and 1.7 respectively, in each category. But the average number of teachers holding position presently turns out to be lower than this as shown in table 4.1.

Table 4.1: Teachers and Their Attendance in Primary School

Sl. No.	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	124 (23.85)	184 (35.38)	212 (40.77)	520 (100.00)
2	Average No. of teachers sanctioned per school	1.0	1.5	1.7	4.2
3	No. Of teachers working in the schools	121 (97.58)	98 (53.26)	202 (95.28)	421 (80.96)
4	Average No. of teachers working per schools	1.0	0.8	1.6	3.4
5	No. of teachers found present on the day of visit	108 (89.26)	72 (73.47)	140 (69.31)	320 (76.01)
6	Average No. of teachers found present on the day of visit per schools	0.9	0.6	1.1	2.6
7	<u>Reason of Absenteeism:</u>				
	a. Training	1 (7.69)	6 (23.08)	48 (77.42)	55 (54.46)
	b. Sickness	5 (38.46)	1 (3.85)	4 (6.45)	10 (9.90)
	c. For salary	0 (0.00)	3 (11.54)	1 (1.61)	4 (3.96)
	d. School related extra work	1 (7.69)	3 (11.54)	5 (8.06)	9 (8.91)
	e. On leave	5 (38.46)	9 (34.62)	2 (3.23)	16 (15.84)
	f. Others	1 (7.69)	4 (15.38)	2 (3.23)	7 (6.93)
	Total	13 (100.00)	26 (100.00)	62 (100.00)	101 (100.00)
8	Habitual Absentees	2 (22.22)	5 55.56	2 (22.22)	9 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P.

Average number of teachers found present on the day of visit is around 1 teacher in each category. The main reason for absenteeism of the teachers' has been their involvement in training programmes (54.46 per cent). Apart from this, left absentees were absent due to sickness (9.9 per cent), busy in receiving salary (3.96 per cent), school related extra work (8.91 per cent), on leave (15.84 per cent) and others reasons contributes 6.93 per cent on the day of visit. More than 2 per cent of the working teachers are found to be the habitual absentees in the district Hardoi.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	34 (25.19)	101 (74.81)	135 (100.00)
2	Average No. of teachers sanctioned per schools	1.0	3.0	4.0
3	No. of teachers working in the schools	30 (88.24)	92 (91.09)	122 (90.37)
4	Average No. of teachers working per schools	0.9	2.7	3.6
5	No. of teachers found present on the day of visit	27 (90.00)	72 (78.26)	99 (81.15)
6	Average No. of teachers found present on the day of visit per schools	0.8	2.1	2.9
7	Reason of Absenteeism:			
	a. Training	1 (33.33)	7 (35.00)	8 (34.78)
	b. Sickness	0 (0.00)	2 (10.00)	2 (8.70)
	c. For salary	0 (0.00)	1 (5.00)	1 (4.35)
	d. School related extra work	0 (0.00)	4 (20.00)	4 (17.39)
	e. On leave	2 (66.67)	1 (5.00)	3 (13.04)
	f. Others	0 (0.00)	5 (25.00)	5 (21.74)
	Total	3 (100.00)	20 (100.00)	23 (100.00)
8	Habitual Absentees	1 (50.00)	1 (50.00)	2 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P.

In upper primary school around 90 per cent out of the sanctioned teachers are reported in position. Around 81 per cent teachers at the upper primary level were found to be present on the day of our team visit. The main reason of absenteeism is reported to be going for training programme is 34.78 per cent. The teachers absent by taking leave 13.04 per cent and other reasons constituted 21.74 per cent. Also, the teachers absent due to sickness are reported 8.7 per cent and for salary 4.35 per cent.

Findings and Suggestions

- The teacher-students ratio is not found satisfactory (1:62 and 1:52)* in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in primary schools.
- Teachers attendance is also not found upto the mark. More than 1 per cent teacher's absence was unreasonable.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

* Ratio has been taken from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There are 59.86 per cent of the sample primary school teachers reported to have received training in Hardoi. Maximum (76.73 per cent) teachers received training on teaching and learning. Another more than 15 per cent have been imparted training in other assignments and remaining 5.45 per cent and 2.55 per cent teachers were trained for library work and computer training.

In case of upper primary schools, around 63 per cent teachers reported to have received training in Hardoi. Maximum (58.44 per cent) teachers received training on computer. Another 40.26 per cent have been imparted training in teaching and learning and remaining 1.30 per cent teachers were trained for library work.

In upper primary schools about 9 per cent of the teachers who attended training programmes and got training in DIET. This is followed by BRC where 85.71 per cent teachers have received training. 5.19 per cent teachers received training in NRPC. In case of primary schools BRC and NRPC has been the venue, where 63.64 per cent and 0.73 per cent teachers have received training. Also, 35.64 per cent teachers got training in DIET.

Most of the trainers were found to be from DIET faculty followed by BRC coordinators and NRPC coordinators and other faculty for primary as well as upper primary school teachers.

Table-4.3: **Teachers Training**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training: a. Teaching Learning	211 (76.73)	31 (40.26)	242 (68.75)
	b. Library	15 (5.45)	1 (1.30)	16 (4.55)
	c. Computer	7 (2.55)	45 (58.44)	52 (14.77)
	d. Other	42 (15.27)	0 (0.00)	42 (11.93)
	Total	275 (100.00)	77 (100.00)	352 (100.00)
2	Training Venue: a. DIET	98 (35.64)	7 (9.09)	105 (29.83)
	b. BRC	175 (63.64)	66 (85.71)	241 (68.47)
	c. NRPC	2 (0.73)	4 (5.19)	6 (1.70)
	d. Other	0 (0.00)	0 (0.00)	0 (0.00)
	Total	275 (100.00)	77 (100.00)	352 (100.00)
3	Trainers: a. DIET Faculty	99 (36.00)	17 (22.08)	116 (32.95)
	b. BRC Coordinator	75 (27.27)	15 (19.48)	90 (25.57)
	c. NRPC Coordinator	8 (2.91)	11 (14.29)	19 (5.40)
	d. Other	93 (33.82)	34 (44.16)	127 (36.08)
	Total	275 (100.00)	77 (100.00)	352 (100.00)
4	Satisfied with training inputs	266 (96.73)	62 (80.52)	328 (93.18)
5	Not satisfied with training inputs	9 (3.27)	15 (19.48)	24 (6.82)
6	Duration of Training: a. 1 to 3 days	29 (10.55)	13 (16.88)	42 (11.93)
	b. 4 to 6 days	161 (58.55)	9 (11.69)	170 (48.30)
	c. 7 to 14 days	82 (29.82)	52 (67.53)	134 (38.07)
	d. More than 14 days	3 (1.09)	3 (3.90)	6 (1.70)

Source: Field survey, SSA programme, District Hardoi, U.P.

The majority teachers attending different training programmes were satisfied with the training inputs. Though, the teachers were satisfied but the coverage's of teachers getting training is found to be low in primary and upper schools.

An analysis of training duration indicates that about 12 per cent trainees received training of 1 to 3 days duration, more than 48 per cent have 4 to 6 days training and more than 38 per cent received training of 7 to 14 days duration, only 1.70 per cent teachers received training more than 14 days.

Findings and Suggestions

- Around 65 per cent of working teachers have received training.
- 65.32 per cent working teachers in primary schools have received training.
- Only 63.11 per cent of upper primary school teachers have received training.
- Around 12 per cent trainees received training of 1 to 3 days duration.
- More than 48 per cent trainees received training of 4 to 6 days duration.
- More than 38 per cent trainees received training of 7 to 14 days duration.
- Only 1.70 per cent teachers received training more than 14 days
- Training module lacks training of core subjects like maths, English.
- Training duration should be longer.
- Low percentages of working teachers are getting training.

4.3 Enrolment and Attendance:

The percentage of enrolled students in total primary schools students identified in the Child Survey was found to more than 96 per cent at primary level. In upper primary level, the enrollment was 94.82 per cent. Thus the total enrollment of boys students up to primary schools level was more than 95.06 per cent. However, the same is relatively higher 97.07 per cent in case of girl students. The total enrollment of boy students up to upper primary schools level was more than 94.43 per cent. However, the same is relatively higher 95.22 per cent) in case of girl students. The student's attendance as per register records varied from 52.18 per cent in primary schools to 62.20 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be around 42 per cent and 52 per cent respectively.

Table 4.4: Enrollment and Presence of Student

Sl. No	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according the register	No. of student present in the date of Visit	No. of schools with low attendance
1	Primary School: No. of boys Average no. of boys per schools	13470 109	12805 (100) 103	6675 (52.13) 54	5297 (41.37) 43	113
	No. of Girls Average no. of girls per Schools	13506 109	13110 (100) 106	6847 (52.23) 55	5484 (41.83) 44	
	No. of total Students Average no. of students per school	26976 218	25915 (100) 209	13522 (52.18) 109	10781 (41.60) 87	
	Upper Primary School: No. of boys Average no. of boys per schools	3356 140	3169 (100) 132	1931 (60.93) 80	1540 (48.60) 64	
2	No. of Girls Average no. of girls per Schools	3287 137	3130 (100) 130	1987 (63.48) 83	1708(54.57) 71	29
	No. of total Students Average no. of students per school	6643 277	6299 (100) 262	3918 (62.20) 163	3248 (51.56) 135	

Source: Field survey, SSA programme, District Hardoi, U.P

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 52.18 per cent of the enrolled students were present on register and 41.6 per cent on the day of visit in primary schools.
- Only 62.20 per cent of the enrolled students were present on register and 51.56 per cent on the day of visit in primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

The main reason of student's absent is agricultural activities, which are reported to be more than 23 per cent in primary schools and about 24 per cent in upper primary schools. In 20.83 per cent schools students were reported to be absent for purposing Occasion. Absence of students for this reason was larger (27.59 per cent) in upper primary school as compared to the primary schools (around 19 per cent). Other reasons like performing the marketing activities or visiting farms and other family engagements also caused student's absence from the school.

Table 4.5: **Reasons of Absenteeism among students**

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	26 (23.01)	7 (24.14)	35 (24.31)
2	Local Fairs/Markets	16 (14.16)	2 (6.90)	18 (12.50)
3	Discrimination in Facilities	1 (0.88)	0 (0.00)	1 (0.69)
4	Occasion	22 (19.47)	8 (27.59)	30 (20.83)
5	Lack of Education	3 (2.65)	1 (3.45)	4 (2.78)
6	Due to New School	4 (3.54)	0 (0.00)	4 (2.78)
7	Other	41 (36.28)	11 (37.93)	52 (36.11)
	Total	113 (100.00)	29 (100.00)	144 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, UP

Findings and Suggestions

- More than 24 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- Around 21 per cent students were absent due to occasion.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by schools VECs and Parents Teacher Association (PTA). In order to improve the attendance about 85 sample schools have interaction with the parents, given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was also negligible.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Efforts made by the schools:</u>			
	a. Interactions with parents	34 (32.08)	9 (32.14)	43 (32.09)
	b. Through Information Notice	41 (38.68)	11 (39.29)	52 (38.81)
	c. Other	31 (29.25)	8 (28.57)	39 (29.10)
2	d. Total	106 (100.00)	28 (100.00)	134 (100.00)
	<u>Efforts made by V.E.C.:</u>			
3	a. Awareness in Community	15 (25.42)	7 (53.85)	22 (30.56)
	b. Meeting of VEC	33 (55.93)	6 (46.15)	39 (54.17)
	c. Others	11 (18.64)	0 (0.00)	11 (15.28)
	d. Total	59 (100.00)	13 (100.00)	72 (100.00)
4	<u>Efforts made by P.T.A.:</u>			
	a. Interaction with parents	31 (55.36)	8 (53.33)	39 (54.93)
	b. Regularly Meeting of P.T.A.	6 (10.71)	2 (13.33)	8 (11.27)
	c. Distribution of Facilities	13 (23.21)	4 (26.67)	17 (23.94)
	d. Other	6 (10.71)	1 (6.67)	7 (9.86)
	e. Total	56 (100.00)	15 (100.00)	71 (100.00)

Source :Field Survey, SSA Programme, District Hardoi, UP

Findings and Suggestions

- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students attendance

4.5 Achievement Level of Students:

Students test was conducted as per norms in each and every sample school of Hardoi. The implementation of grading system is also made in each case. The grading was done in five categories i.e. A, B, C, D and E. In the test, which was taken in course of field visit in sample schools, the performance of less than 1 per cent students is found to be very poor under "E" category. Around 14 per cent and 30 per cent students' performance were poor and good that comes under "D" and "C" categories. More than

27 per cent students' performance was under the second category i.e., "B", and 28.03 per cent students' achievement in category "A".

Table 4.7: Achievement Level in Students Test

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Test of Student According to norms in school	124 (100.00)	34 (100.00)	158 (100.00)
2	Implementation of grading system in school	123 (99.19)	34 (100.00)	157 (99.37)
3	<u>Achievement level of student:</u>			
	'A'	32 (26.02)	12 (35.29)	44 (28.03)
	'B'	35 (28.46)	8 (23.53)	43 (27.39)
	'C'	37 (30.08)	10 (29.41)	47 (29.94)
	'D'	18 (14.63)	4 (11.76)	22 (14.01)
	'E'	1 (0.81)	-	1 (0.64)
	Total	123* (100.00)	34 (100.00)	157* (100.00)

Source : Field Survey, SSA Programme, District Hardoi, UP

* 1 Primary School have students only upto Class III

Findings and Suggestions

- The implementation of students test as per prescribed norms is found good in most of the cases of primary and upper primary schools. But the performance of 14.01 per cent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6 Students Behavior with their Teacher:

Almost in 85 per cent primary schools students' behavior with their teacher is found to be good and satisfactory. About 15 per cent students of primary school students' behavior with their teachers was reported to be bad.

In case of upper primary schools, 44.12 per cent and 41.18 per cent students' behavior with their teacher is found to be good and satisfactory. 14.71 per cent students were found bad behavior with their teachers.

Table 4.8: **Behaviour of Students**

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	44 (35.48)	15 (44.12)	59 (37.34)
2	Satisfactory	61 (49.19)	14 (41.18)	75 (47.47)
3	Bad	19 (15.32)	5 (14.71)	24 (15.19)
	Total	124 (100.00)	34 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, UP

Findings and Suggestions

- Around 15 per cent students' behaviour with their teachers were found bad.
- Teachers should maintain their dignity and moral teaching should be done.

4.7 Students Enrolment with Less of More Age and Drop out:

Enrollment of students in primary school is not found as per age norms in case of 2.03 per cent of the total enrolled students in primary schools and about 4.02 per cent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (a): **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	209	318	83	170
2	No. of Schools with less or more age student	60	77	16	30
3	Average no. of enrolled student with more or less age per school	3.48	4.13	5.19	5.67

Source : Field Survey, SSA Programme, District Hardoi, UP

Findings and Suggestions

- 2 to 4 per cent of the total enrolled students have not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.

There are 53 primary and 21 upper primary schools in sample having student's dropout. This indicates around 43 per cent primary schools and 62 per cent upper primary schools having dropout students in sample. There are 3.93 per cent drop out students in primary and 5.18 per cent in upper primary school as per survey results. Per school drop out turns out to be average 20 and 16 at primary and upper primary levels respectively. There are 30 other primary / private schools where drop out students of 53 schools are studying. In case of upper primary, students of 21 schools are studying in 10 other schools.

The drop out rate is recorded to be higher (4.94 per cent and 5.57 per cent) among boys in primary and upper primary schools. But, the girl's drop out is lower than the boys at the primary and upper primary schools. On an average 7.67 to 12.50 students per school are studying in the same classes in primary and upper primary schools.

Table 4.9(b): Dropout and related information

Sl. No.	Particulars	Primary School	Upper primary School
1	<u>No. of dropout student *:</u>		
	Boys	665 (4.94)	187 (5.57)
	Girls	396 (2.93)	157 (4.78)
	Total	1061 (3.93)	344 (5.18)
2	No. of Schools having student dropout	53 (42.74)	21 (61.76)
3	Student dropout per schools	20	16
4	No. of other schools where dropout student are studying	30	10
5	No. of student studying in same class	276	200
6.	No. of schools where students studying in same class	36	16
7	Average no. of student studying in same class per schools	7.67	12.50

Source: Field Survey, SSA Programme, District Hardoi, UP.

* Percentage has been adopted from the data as on 30.09.06.

Findings and Suggestions

- Over all dropout rate ranged from 3.93 to 5.18 per cent in schools but this is higher 5.57 among boys of upper primary schools.
- 53 primary and 21 upper primary schools are having dropped out students.
- On an average 7.67 to 12.50 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in upper primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.8 Children with Special Needs (CWSN):

About 86 per cent of school going age group children of the villages are enrolled in the schools. Most of the disabled children (64.73 per cent) are boys and remaining 35.27 per cent) are girls. Around 79 per cent of the disabled students are studying in primary schools in the sample schools. Majority of the disabled children are suffering from legs and other problems.

Table 4.10(a): Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
No. of Disabled Children in Village Related to School				
1	Boys	147 (63.36)	42 (70.00)	189 (64.73)
	Girls	85 (36.64)	18 (30.00)	103 (35.27)
	Total	232 (100.00)	60 (100.00)	292 (100.00)
No. of Enrolled disabled children				
2	Boys	104 (52.53)	36 (67.92)	140 (55.78)
	Girls	94 (47.47)	17 (32.08)	111 (44.22)
	Total	198 (100.00)	53 (100.00)	251 (100.00)
Types of disability in students				
3	Legs	32 (72.73)	65 (38.46)	97 (45.54)
	Hand	2 (4.55)	17 (10.06)	19 (8.92)
	Legs and Hand Both	3 (6.82)	12 (7.10)	15 (7.04)
	Others	7 (15.91)	75 (44.38)	82 (38.50)
	Total Disabled Students	44 (100.00)	169 (100.00)	213 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, UP.

Only 19.12 per cent of the enrolled handicapped children were provided with the required appliances and aids. Whatever facilities made available are mostly at the primary level. Average member of parents counseling made per school about CWSN cases is also low. There are only 40 per cent schools where having ramps.

Table 4.10(b): **Provisions for Children with Special Needs (CSWN)**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the student:			
	a. No. of student with artificial Limbs	6 (14.63)	2 (28.57)	8 (16.67)
	b. Crutches	23 (56.10)	1 (14.29)	24 (50.00)
	c. Tricycles	7 (17.07)	1 (14.29)	8 (16.67)
	d. Wheel Chair	2 (4.88)	3 (42.86)	5 (10.42)
	e. Stick for Blind	2 (4.88)	0 (0.00)	2 (4.17)
	f. Calicepers	0 (0.00)	0 (0.00)	0 (0.00)
	g. Hearing Aids	0 (0.00)	0 (0.00)	0 (0.00)
	h. Other	1 (2.44)	0 (0.00)	1 (2.08)
	Total	41 (100.00)	7 (100.00)	48 (100.00)
2	No. of Schools with Ramps	51 (41.13)	13 (38.24)	64 (40.51)
3	No. of Schools without Ramps	73 (58.87)	21 (61.76)	94 (59.49)
4	No. of Parents counseled about CWSN Care	194	53	247
5	No. of schools in which parents counseled about CWSN Care	75	21	96
6	Average no. of Parents counseled per schools	3	3	3

Source: Field Survey, SSA Programme, District Hardoi, UP

Findings and Suggestions

- Enrollment of existing CWSN is 86 per cent in the district.
- The availability of appliances as and aids is only 19.12 per cent enrolled students. Whatever is made available cannot be utilized properly in the absence of required ramps in the schools.
- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution is found in all the sample primary and upper primary schools. But 1.04 per cent in primary and more than 2.20 per cent students in upper primary school have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were about 4 per cent schools where a book distribution was delayed in rest of the schools it has been timely. The delay in book distribution has been on account of late delivery of books from district office and also the less availability of number of books in time.

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary School	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	13303 (49.83)	3303 (50.84)	16606 (50.03)
	Girls	13392 (50.17)	3194 (49.16)	16586 (49.97)
	Total	26695 (100.00)	6497 (100.00)	33192 (100.00)
2	No. of Schools in which book distribution delayed	5 (4.03)	2 (5.88)	6 (3.80)
3	No. of Schools in which book distribution have been done timely	119 (95.97)	32 (94.12)	152 (96.20)
4	Total No of schools in which book distributed	124 (100.00)	34 (100.00)	158 (100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Delay delivery from district office	2 (40.00)	1 (50.00)	3 (42.86)
	b. Less availability of books	1 (20.00)	1 (50.00)	2 (28.57)
	c. Others	2 (40.00)	0 (0.00)	2 (28.57)
	Total	5 (100.00)	2 (100.00)	7 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, UP.

Findings and Suggestions

- About 4 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools:

The availability of Mid-Day Meal to the students is seen in 120 sample primary schools. The display of menu on walls is found in more than 94.35 per cent schools but the supply of food according to the menu is found in 66.33 per cent schools. The availability of green vegetable in food is found only in 55.83 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in around 66 per cent schools for not providing food according to the menu. Non-availability of utensils is found to be the other reason in 21.05 per cent schools. Remaining more than 13 per cent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 120.76. But the average number of students on the day of visit is found to be around 94 students per school as per counting by team. There are total 99 students (about 0.8 students per school) who bring lunch from their home.

The availability of food according to menu is found only in about 83 per cent schools on the day of the visit. About 73 per cent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 82.30 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students, who were not happy with the available MDM, complained for quality in 26.55 per cent schools and in 16.81 per cent complained for less quantity. In 91.13 per cent schools, the students bring utensils from home for taking the food. Female cooks are found in 73.47 per cent schools.

Table-5.1 (A): Details about Mid Day Meal Scheme

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	117 (94.35)
2	No. of Schools in which menu have not written on wall	7 (5.65)
3	No. of Schools in which food supplied to the students according to menu	82* (66.33)
4	No. of Schools in which food have not supplied to the students according to menu	38 (31.67)
5	No. of schools in which green vegetables available in food	67* (55.83)
6	No. of schools in which green vegetables have not available in food	53 (44.17)
7	Reasons for not cooking food according to menu: a. None availability of food items	25 (65.79)
	b. Lack of utensils	8 (21.05)
	c. Others	5 (13.16)
8	No. of students bring lunch from home	99
9	Per school Average No. of students bring lunch from home	0.80
10	No. of beneficiaries before one day from visit	14491
11	Average No. of beneficiaries before one day from visit per school	120.76
12	No. of students taken food on the day of visit: a. According to register	12643
	b. Average According to register	113.90#
	c. Head counts	10409
	d. Average Head counts	93.77#

Source: Field survey, SSA programme, District Hardoi, U.P.

*Food was not cooking in 4 schools

#Average from 111 colleges because food was not cooking in 13 colleges

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	94 (83.19)
2	No. of schools in which food have not been given according to menu	19 (16.81)
3	No. of schools in which students are happy with the quality of food	83 (73.45)
4	No. of schools in which students are not happy with the quality of food	30 (26.55)
5	No of schools in which students are happy with the quantity of food	93 (82.30)
6	No of schools in which students are not happy with the quantity of food	20 (17.70)
7	Reasons for the students are not happy with the Mid Day Meal: a. Food have not been cooked according to menu b. Lack of quality c. Lack of Quantity d. Others	13 (32.5) 19 (47.5) 8 (20.00) 0 (0.00)
8	No of Schools in which students bring the utensils from the home	113* (91.13)
9	No. of male cooks in the schools	39 (26.53)
10	No. of female cooks in the schools	108 (73.47)

Source: Field survey, SSA programme, District Hardoi, U.P.

* Food cooked in 113 schools on the day of visit.

5.2 Social Status of Cooks:

Considering the social categories, 74.15 per cent cooks are belonging to OBC groups, only 1.36 per cent SC and remaining 24.49 per cent belonging to the other (general) castes. Regular payment to cooks is found in 67 per cent schools. The average amount of monthly payment to cooks turns out to be around Rs.629.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u> a. Schedule Caste b. OBC c. Others	2 (1.36) 109 (74.15) 36 (24.49)
2	No of School in which cooks have been paid regularly	83 (66.94)
3	No. of schools in which cooks have not been paid regularly	41 (33.06)
4	Average amount for cooks have been paid per month	629.12

Source: Field survey, SSA programme, District Hardoi, U.P.

Findings and Suggestions

- The availability of food under MDM programme has been the problem in the sample schools and also unavailability of food as per menu has been a problem in 32 per cent schools. The payment of cooks has not been timely in more than 33 per cent schools.

5.3 Infrastructure of MDM Programme:

There are about 47 per cent sample schools without the kitchen facility. In remaining schools, in around 78 per cent and around 22 per cent schools, the cooking is being done outside the school and others. The storage of food items is found at Pradhan's residence in 55.65 per cent schools and within the school in 29.84 per cent schools. The food items are also stored at PDA shops (6.45 per cent) and other places (8.06 per cent).

Majority of (87.90 per cent) schools have proper register for MDM. There are 89.52 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 88.71 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in 37 per cent schools. But, the use of fuel wood is reported maximum in more than 60.48 per cent schools.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No. of school with kitchen	66 (53.23)
2	No. of school without kitchen	58 (46.77)
3	<u>Venue for cooking in which schools kitchen have not been constructed:</u> Open ground Cooked form outside	45 (77.59) 13 (22.41)
4	No. of schools with availability of safe drinking water	111 (89.52)
5	No. of schools without availability of safe drinking water	13 (10.48)
6	<u>Place for food item storage:</u> a. In school b. At Pradhan's residence c. At PDA shop d. Others	37 (29.84) 69 (55.65) 8 (6.45) 10 (8.06)
7	No. of schools with proper register for MDM	109 (87.90)
8	No. of schools without proper register for MDM	15 (12.10)
9	No. of schools with required utensils in kitchen	111 (89.52)
10	No. of schools without required utensils in kitchen	13 (10.48)
11	<u>Source of Funds used in utensils purchasing:</u> a. SSA b. Community Fund c. Others	110 (88.71) 5 (4.03) 9 (7.26)
12	<u>Fuel used in cooking:</u> a. LPG b. Carosin Oil c. Fuel Wood d. Other	46 (37.10) 1 (0.81) 75 (60.48) 2 (1.61)

Source: Field survey, SSA programme, District Hardoi, U.P.

* Food grain is not available in 5 schools

5.4 Clean Ness and Inspection of MDM:

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. Regular inspection of MDM programme is found in more than 71 per cent schools. The most of the inspections are made by school teachers.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/Schools
1	Students made aware about: a. Students must wash their hands before and after taken food b. Take & eat food in organized way c. Keep the water for utensil cleaning d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	116 (93.55) 116 (93.55) 109 (87.90) 115 (92.74)
2	No of schools in which MDM inspected regularly	89 (71.77)
3	Inspection authority: a. Community/Parents b. VECs c. School teachers	15 (16.85) 11 (12.36) 63 (70.79)
4	Duration/Frequency of Inspection: a. Daily b. Often c. Sometime	52 (58.43) 15 (16.85) 22 (24.72)

Source: Field survey, SSA programme, District Hardoi, U.P.

5.5 Supply of Micro-Nutrients:

The supplement of micro-nutrition to the students is available only in the 15.32 per cent schools. In all cases where this is found available, is provided by the ANM. The schools where micro-nutrition supplements are made available, these were provided once in a month in 68.42 per cent cases. In rest of the 31.58 per cent schools it was provided twice in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	19 (15.32)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	105 (84.68)
3	<u>Micro-nutrition supplement providers:</u> a. ANM b. Others	19 (100.00) 0 (0.00)
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u> a. Once in a month b. Twice in a month	13 (68.42) 6 (31.58)

Source: Field survey, SSA programme, District Hardoi, U.P.

5.6 Parents and VEC Participation in MDM:

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in around 51.61 per cent school with respect to daily supervision. But in terms of cooperation through contribution of cash and items, it is reported to be satisfactory only in around 25.81 per cent schools. In around 67 per cent school, it is found to be bad.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1	Very Good	3 (2.42)	0 (0.00)
2	Good	7 (5.65)	9 (7.26)
3	Satisfactory	64 (51.61)	32 (25.81)
4	Bad	50 (40.32)	83 (66.94)
	Total Schools	124 (100.00)	124 (100.00)

Source: Field survey, SSA programme, District Hardoi, U.P.

Findings and Suggestions

- Around 47 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked outside in majority of the schools.
- 10.48 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 71.77 per cent schools are inspected regularly for MDM.
- Only 15.32 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members:

There are 818 VEC members in 158 samples of primary and upper primary schools in the district Hardoi. Thus, each sample school has 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. About 33 per cent of the VEC members are females and 67 per cent are males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	219 (33.74)	51 (30.18)	270 (33.01)
2	Male	430 (66.26)	118 (69.82)	548 (66.99)
	Total	649 (100.00)	169 (100.00)	818 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

The caste-wise composition shows approximately 28.50 per cent members belong to SC caste, 40.10 per cent members belong to OBC and 31.05 per cent comes under general category in VEC of primary and upper primary schools in the district. Minority consists only 0.37 per cent in VECs.

Table 6.2: Social categories wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	178 (27.43)	55 (32.54)	233 (28.48)
2	Minority	3 (0.46)	0 (0.00)	3 (0.37)
3	OBC	280 (43.14)	48 (28.40)	328 (40.10)
4	General	188 (28.97)	66 (39.05)	254 (31.05)
	Total	649 (100.00)	169 (100.00)	818 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held in 99.37 per cent schools. The frequency of meetings was also recorded to be satisfactory. On an average 3 meetings have been held in schools during the last six months.

Table 6.3 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>No. of School organized meeting:</u> a. Yes b. No.	123 (99.19) 1 (0.81)	34 (100.00) 0 (0.00)	157 (99.37) 1 (0.63)
2	Total No. Of Meetings Average No. of Meeting only last 6 months	355 2.86	102 3.0	457 2.89

Source: Field Survey, SSA programme, District Hardoi, U.P.

- There are 123 committees in PS out of 124.

The agenda of meetings comprised of Cultural Programmes, Cleanings of school, Election, Polio Drop, school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc., is presented in Table 6.3 B.

Table 6.3 (B): Agendas of VEC Meetings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	For new Building	22 (6.41)	3 (3.33)	25 (5.77)
2	Recruitment of Shiksha Mitra	18 (5.25)	8 (8.89)	26 (6.00)
3	For improvement of presence	37 (10.79)	9 (10.00)	46 (10.62)
4	Enrollment	38 (11.08)	9 (10.00)	47 (10.85)
5	For Pots	14 (4.08)	3 (3.33)	17 (3.93)
6	Polio Drop	11 (3.21)	2 (2.22)	13 (3.00)
7	Mid day meal.	15 (4.37)	4 (4.44)	19 (4.39)

8	Discussion	25 (7.29)	11 (12.22)	36 (8.31)
9	All Maintenance work	18 (5.25)	6 (6.67)	24 (5.54)
10	For committee	18 (5.25)	9 (10.00)	27 (6.24)
11	Cleaning	22 (6.41)	4 (4.44)	26 (6.00)
12	Scholarship	19 (5.54)	2 (2.22)	21 (4.85)
13	Free dress	14 (4.08)	6 (6.67)	20 (4.62)
14	FIR of Theft	1 (0.29)	0 (0.00)	1 (0.23)
15	Utilization of Money	11 (3.21)	3 (3.33)	14 (3.23)
16	Plantation	3 (0.87)	0 (0.00)	3 (0.69)
17	Election	22 (6.41)	6 (6.67)	28 (6.47)
18	Cultural Programme	35 (10.20)	5 (5.56)	40 (9.24)
	Total	343 (100.00)	90 (100.00)	433 (100.00)
	No. of Total school	123* (100.00)	34 (100.00)	157 (100.00)

Source: Field Survey, SSA programme, District Hardoi, U.P.

* There is only 123 committee in UPS out of 124.

100 per cent VEC members attended the meetings. The representation of female and SC members in meetings was recorded to be around 29.13 per cent and 27.71 per cent respectively.

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary School	Upper Primary School	Total
1.	Female	561 (29.60)	126 (27.21)	687 (29.13)
2.	Male	1334 (70.40)	337 (72.79)	1671 (70.87)
3	<u>Caste distribution among Male:</u> a. SC b. Minority c. Other	359 (26.91) 13 (0.97) 962 (72.11)	104 (30.86) 0 (0.00) 233 (69.14)	463 (27.71) 13 (0.78) 1195 (71.51)
	Total Member (Male + Female)	1895 (100.00)	463 (100.00)	2358 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- 100 per cent members attended VEC meetings with adequate female and SC member's representation.

6.3 VEC Training:

The training for VEC members was organized only in 70.16 per cent primary and 61.76 per cent upper primary schools. About 59 per cent in primary and 62.72 per cent of VEC members have been trained. The VEC members of schools where training was imparted expressed their opinion about the quality of training. Only 2.30 per cent of primary and 4.76 per cent of upper primary school members regarded training as best. Around 15 per cent of primary and around 38 per cent of upper primary school members training has been good. It was rated as satisfactory by more than 73 per cent and 52 per cent school members in primary and upper primary schools, respectively. Out of these members 9.20 per cent of primary and 4.76 per cent of upper primary schools members regarded training as bad. All the VEC members are trained by BRC and NRPC coordinators.

Table 6.5: Details about VEC Training

Sl. No.	Gender	Primary School	Upper Primary School
1	No. of Schools organized training of VEC members	87 (70.16)	21 (61.76)
2	No. of trained members	380 (58.55)	106 (62.72)
	Average no per schools	3.09	5.05
3	<u>Reaction of trained members in school regarding training:</u>		
	Best	2 (2.30)	1 (4.76)
	Good	13 (14.94)	8 (38.10)
	Satisfactory	64 (73.56)	11 (52.38)
	Bad	8 (9.20)	1 (4.76)
	Total Schools organized training	87 (100.00)	21 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Note: All VEC members are trained by BRC/NRPC

* There is only 123 committee in UPS out of 124.

Findings and Suggestions

- More than 70 per cent and 61.76 per cent schools organized training for VEC members.
- About 59 per cent of primary and 63 per cent of upper primary schools VEC members were trained.
- The training should be organized in each school and should be made monitoring for each VEC member.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers, (Table-6.6) only 0.81 per cent primary schools, the role of VEC members has been best for improving the school conditions relating to atmosphere and enrolment. In around 14 per cent of the schools, their role was found to be good. In 63 per cent schools, VEC role was regarded as satisfactory. But in more than 23 per cent schools their role was found to be bad in case of primary schools.

The role of VEC was reported to be the best in 0.74 per cent of the upper primary Schools. In 19.85 per cent of the sample schools was found to be good. In 48.53 per cent schools, VEC role was regarded as satisfactory. But in 30.88 per cent schools their role was found to be bad in case of upper primary schools.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1	Primary School:					
	a. Best	1 (0.81)	1 (0.81)	0 (0.00)	0 (0.00)	2 (0.41)
	b. Good	22 (17.89)	20 (16.26)	25 (20.33)	0 (0.00)	67 (13.62)
	c. Satisfied	74 (60.16)	83 (67.48)	78 (63.41)	73 (59.35)	308 (62.60)
	d. Bad	26 (21.14)	19 (15.45)	20 (16.26)	50 (40.65)	115 (23.37)
2	Total	123* (100.00)	123* (100.00)	123* (100.00)	123* (100.00)	492* (100.00)
	Upper Primary School:					
2	a. Best	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.94)	1 (0.74)
	b. Good	7 (20.59)	8 (23.53)	8 (23.53)	4 (11.76)	27 (19.85)
	c. Satisfied	18 (52.94)	16 (47.06)	20 (58.82)	12 (35.29)	66 (48.53)
	d. Bad	9 (26.47)	10 (29.41)	6 (17.65)	17 (50.00)	42 (30.88)
	Total	34 (100.00)	34 (100.00)	34 (100.00)	34 (100.00)	136 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

* There is only 123 committee in UPS out of 124.

Findings and Suggestions

- VECs' role in improving overall school conditions were found to be the best in less than 1 per cent schools.
- Their satisfactory role was reported in 62.60 per cent in primary and 48.88 per cent in upper primary schools.
- In around 23 per cent of primary and 30.88 of upper primary schools regarded their role was found to be bad in this respect.
- The role of VECs' should be deemed more important for improving school conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated 52.73 per cent to 95.82 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to Para-teachers are utilized to the level of 81.48 per cent. (Table-6.7)

Table 6.7: Head wise Grants for Primary Schools - 2006-07

Sl. No.	Head of Aid	Received	Expenditure
1	School maintenance aid	463580 (100.00)	423580 (91.37)
	Average per school	3738.55	3415.97
2	School development	548393 (100.00)	366890 (66.90)
	Average per School	4422.52	2958.79
3	Honorarium for Para teacher	3374811 (100.00)	2749682 (81.48)
	Average per School	27216.22	22174.85
4	Construction of Building	1264000 (100.00)	980000 (77.53)
	Average per School	10193.55	7903.23
5	Construction of Rooms	21042000 (100.00)	15769000 (74.94)
	Average per School	169693.55	127169.35
6	Construction of Toilet	254900 (100.00)	134400 (52.73)
	Average per School	2055.65	1083.87
7	Construction of Boundary	2000 (100.00)	2000 (100.00)
	Average per School	16.13	16.13
8	TLM	209200 (100.00)	172900 (82.65)
	Average per School	1687.10	1394.35
9	Ramps Construction	284500 (100.00)	202400 (71.14)
	Average per School	2294.35	1632.26
10	NPEGEL	1084400 (100.00)	1039100 (95.82)
	Average per School	8745.16	8379.84
11	Harmonium for Acharya	32209 (100.00)	22709 (70.51)
	Average per School	259.75	183.14
12	Others	605115 (100.00)	366695 (60.60)
	Average per School	4879.96	2957.22

Source: Field Survey, SSA Programme, District Hardoi, U.P.

In case of upper primary schools, the utilization of received grants has been 46.59 per cent to 93.78 per cent. Under the head of school construction, boundary construction, honorarium for Acharya and harmonium for Acharya the grants have not been received by the VECs.

Table 6.8: Head wise Grants for Upper Primary Schools - 2006-07

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid	155300 (100.00)	134760 (86.77)
	Average per school	456764.71	396352.94
2	School development	81500 (100.00)	73500 (90.18)
	Average per School	239705.88	216176.47
3	Honorarium for Para teacher	-	-
4	Construction of Building	-	-
5	Construction of Rooms	4500000 (100.00)	4220000 (93.78)
	Average per School	13235294.12	12411764.71
6	Construction of Toilet	36000 (100.00)	30000 (83.33)
	Average per School	105882.35	88235.29
7	Construction of Boundary	-	-
8	TLM	56500 (100.00)	40100 (70.97)
	Average per School	166176.47	117941.18
9	Ramps Construction	78000 (100.00)	52000 (66.67)
	Average per School	229411.76	152941.18
10	NPEGEL	647724 (100.00)	442500 (68.32)
	Average per School	1905070.59	1301470.59
11	Harmonium for Acharya	-	-
12	Others	482202 (100.00)	224664 (46.59)
	Average per School	1418241.18	660776.47

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC:

The survey results indicated only 50 per cent primary and 38.24 per cent upper primary schools Village Education Committees having construction work manual. Only about 41 per cent VECs have proper up keeping of funds records at primary and upper primary levels. 87.90 per cent in primary schools and 82.35 per cent VECs of primary and upper primary schools have no school construction related account.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Particulars	Primary School	Upper Primary School
1	Construction work manual with village education committee	62 (50.00)	13 (38.24)
2	Construction related manual not with VECs	62 (50.00)	21 (61.76)
3	No. of VEC with proper up keep of Fund's records	51 (41.13)	14 (41.18)
4	No. of VEC without proper up keep of funds update	73 (58.87)	20 (58.82)
5	No. of VEC having accounts of school related construction work/items	15 (12.10)	6 (17.65)
6	No. of VECs not having accounts for school related construction work/items	109 (87.90)	28 (82.35)
	No. of total schools	124 (100.00)	34 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records
- This is one of the main reason of fund misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM):

As per data presented in the Table-6.10, there are 75.77 per cent teachers in primary schools and 73.77 per cent teachers in upper primary schools those received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 67.72 per cent schools. The display of TLM was found in the class rooms in 68.35 per cent of the sample schools. The use of TLM by the students was found in 63.29 per cent schools having the display of TLM.

Table 6.10: Details about Teaching Learning Material

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers / Shiksha Mitra received TLM amount Average	319 (75.77) 2.57	90 (73.77) 2.65	409 (75.32) 2.6
2	Training of teachers regarding use of TLM	83 (66.94)	24 (70.59)	107 (67.72)
3	Display of TLM in class rooms	84 (67.74)	24 (70.59)	108 (68.35)
4	Use of TLM by student	80 (64.52)	20 (58.82)	100 (63.29)
	No. of Total school	124 (100.00)	34 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

The use of TLM by teachers for teaching has not been observed in 23.42 per cent of the total sample schools. In 59.49 per cent schools, the teachers often used TLM. But in 17.09 per cent school teachers always used the same to teach students in schools.

Table 6.11: Use of TLM by Teachers

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Always	22 (17.74)	5 (14.71)	27 (17.09)
2	Often	75 (60.48)	19 (55.88)	94 (59.49)
3	Never	27 (21.77)	10 (29.41)	37 (23.42)
	Total	124 (100.00)	34 (100.00)	158 (100.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

The construction work of school buildings is not found in any surveyed sample schools of the district (Table-7.1)

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools Building under Construction	-	-	-
2	<u>Progress of Construction (No. 7):</u> Foundation Level	-	-	-
	Up from Doors Level	-	-	-
	Completing Roof	-	-	-
	Final Finishing	-	-	-
	Total no. of Sample Schools	124	34	158

Source: Field Survey, SSA Programme, District Hardoi, U.P.

As per data presented in the Table-7.2, more than 68 per cent (85 school) sample primary schools is found to be in progress during survey, in which, around 66 per cent schools are proposed for one room, 31.59 per cent schools are proposed for two rooms and followed by more than 3 per cent are proposed for three rooms. In case of upper primary schools, around 12 per cent (4 school) is found to have construction work relating to extra rooms, out of 34 upper primary schools, in which, the percentage of construction of one and three rooms are 75 and 25 respectively. The construction of extra rooms is in final stage as seen, around 16.47 per cent in primary schools and 25 per cent in upper primary schools.

Table 7.2: **Construction of Extra Rooms**

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of School under Extra Room Construction	85 (68.55)	4 (11.76)
2	No. of School One Room Constructed	56 (65.88)	3 (75.00)
3	No. of School Two Room Constructed	26 (30.59)	0 (0.00)
4	No. of School Three Room Constructed	3 (3.53)	1 (25.00)
5	Progress of Extra Rooms Construction: Foundation Level Up from Doors Level Completing Roof Others	16 (18.82) 13 (15.29) 14 (16.47) 42 (49.41)	0 (0.00) 1 (25.00) 1 (25.00) 2 (50.00)
6	In charge of Construction Work: Head Master Teacher	65 (76.47) 20 (23.53)	3 (75.00) 1 (25.00)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

7.2 **Construction of Hand Pump and Toilets:**

There are 4 schools found where the installation work of hand pump is seen to be in progress only in case of primary school. None of the installation of hand pump is recorded to be under Swajaldhara, SSA and through other schemes in upper primary schools, but in primary schools, 2 installation of hand pump is recorded under SSA and another 2 are installed under other schemes. There are 7 more proposed hand pumps to be installed in the schools of the sample area. 15 toilets were recorded under construction in sample schools, in which, 5 toilets are constructing under Total Sanitation Scheme, 3 are constructing under Sarva Shiksha Abhiyan and 7 are constructing through other schemes. 24 more toilets are proposed for construction in sample schools.

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	4 (3.23)	-	4 (2.53)
2	<u>Schemes of Hand Pumps Installation:</u> Swajaldhara SSA Others	- 2 (50.00) 2 (50.00)	- - -	- 2 (50.00) 2 (50.00)
3	No. of Schools with Proposed Hand Pumps	2 (1.61)	5 (14.71)	7 (4.43)
4	No. of Schools with under Construction of Toilets	13 (10.48)	2 (5.88)	15 (9.49)
5	<u>Schemes for Toilets:</u> TSS SSA Others	4 (30.77) 3 (23.08) 6 (46.15)	1 (50.00) - 1 (50.00)	5 (33.33) 3 (20.00) 7 (46.67)
6	Proposed no. of Toilets in Schools	20 (16.13)	4 (11.76)	24 (15.19)

Source: Field Survey, SSA Programme, District Hardoi, U.P.

7.3 Technical Supervision of Construction Work:

There are 87 schools in which JEs found engaged in the technical supervision of different kinds of construction work in these sample schools, in which 83 primary schools and 4 are upper primary schools. Out of total supervisors, in 81 cases JEs belongs to block level, in 5 cases at the tehsil level and in 1 case was supervised by the district level.

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools in which JEs Supervising the Civil Work	83 (66.94)	4 (11.76)	87 (55.06)
2	<u>Schools Supervised by Different Level JEs:</u> Block Level Tehsil Level District Level	77 (92.77) 5 (6.02) 1 (1.20)	4 (100.00) 0 (0.00) 0 (0.00)	81 (93.10) 5 (5.75) 1 (1.15)
	Total No. of School	124 (100.00)	34 (100.00)	158 (100.00)

Source: Field survey, SSA Programme, District Hardoi, U.P.

There were about 99 per cent of the total school sites of construction work, where on the spot inspection was made. Around 7 per cent sites were inspected three or more times, around 85 per cent sites two times and 8.14 per cent sites were one time inspected. The inspections were made at all stages of the construction. The investigators have found more than 59 per cent of the construction work as unsatisfactory, but more than 17 per cent have been reported as satisfactory. More than 23 per cent have been reported as good. Due to lack commitment in work, the construction work is very slow.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Inspection of Construction Work on Spot by Technical Employee	83 (100.00)	3* (75.00)	86* (98.85)
2	<u>Frequency of Inspections were Done Before Survey:**</u>			
	One Time	7 (8.43)	0 (0.00)	7 (8.14)
	Two Time	71 (85.54)	2 (66.67)	73 (84.88)
	Three and More Time	5 (6.02)	1 (33.33)	6 (6.98)
3	<u>Level of Inspection:**</u>			
	At the Foundation Level	30 (36.14)	0 (0.00)	30 (34.88)
	Up to Doors Level	20 (24.10)	1 (33.33)	21 (24.42)
	Linter level	17 (20.48)	1 (33.33)	18 (20.93)
	Other	16 (19.28)	1 (33.33)	17 (19.77)
4	<u>Views of Investigators regarding Construction Work:</u>			
	Good	20 (24.10)	0 (0.00)	20 (23.26)
	Satisfactory	14 (16.87)	1 (33.33)	15 (17.44)
	Unsatisfactory	49 (59.04)	2 (66.67)	51 (59.30)
5	<u>Comments of Investigator in condition of Unsatisfactory Construction Work:</u>			
	a. Low Quality of Building Material	-	-	-
	b. Slow Construction Work	6 (100.00)	1 (100.00)	7 (100.00)
	c. Lack of Appropriate use of Material	-	-	-
	Total	6 (100)	1 (100.00)	1 (100.00)

Source: Field survey, SSA Programme, District Hardoi, U.P.

* Percentage was made from the sampled schools engaged in construction work.

** Percentage was made from the sampled schools inspected during construction work.

Findings and Suggestions

- The unsatisfactory construction work has been reported as maximum 59.30 per cent cases.
- The main reason of unsatisfactory work is slow of construction work due to lack of commitment.
- Strict supervision of construction work is suggested

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

4 KGBV were sanctioned in the district of Hardoi and have been made functional. KGBV, Ahirori block of the district head quarter at a distance of about 30 K. M. The KGBV has received Rs. 33.25 lakhs as a budget, which comes to 75 per cent of the sanctioned amount. The construction of building has been started and work was found in progress, but work is not found as per standard (it was without anti-earthquake beam).

8.1.1 Teachers and Other Staff in KGBV:

The presented in the Table-8.1 indicate that 1 warden cum teacher, 3 full time teachers, 3 part time teachers, 1 accountant, 1 peon and 2 cooks have been sanctioned for KGBV, Ahirori, district Hardoi which was found in position at the time of visit.

Table-8.1: Teachers and Other Staff in KGBV

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	Full Time	3	3
		Part Time	3	3
3	Accountant		1	1
4	Assistant		-	-
5	Peon		1	1
6	Chaukidar		-	-
7	Cook		2	2
8	Others		-	-

Source Field Survey, SSA Programme, District Hardoi, U.P.

8.1.2 Social Category of Students in KGBV:

As per data presented in the Table-8.2, 99 girls have been enrolled in KGBV, out of these 61 (61.62 per cent) students belongs to SC category, 14 (14.14 per cent) belongs to OBC and 24 (24.24 per cent) students belongs to the other/general category.

Table- 8.2: Social Category of Students in KGBV

SI. No.	Social Category of Students	Number of Students
1	Schedule Caste	61 (61.62)
2	Schedule Tribe	-
3	Other Backward Caste	14 (14.14)
4	Minorities	-
5	Others (Below the Poverty Line)	24 (24.24)
	Total	99 (100.00)

Source Field Survey, SSA Programme, District Hardoi, U.P.

8.1.3 Infrastructure:

The KGBV in the district is functioning in an upper primary school's building. The existing furniture is required to be changed as it is not sufficient to meet the class room and hostel requirements. The toilet facility is not sufficient available to the girls. The security system for the teachers and girls living in hostel is also not available in the school.

8.1.4 Residential Bridge Course (RBC):

In Residential Bridge Course (RBC), the details presented in the Table-8.3 indicate that 1 Warden cum teacher, 3 full time teachers, 3 part time teachers, 1 accountant, 1 peon and 2 cooks have been sanctioned. All appointments against the corresponding sanctioned number of posts were found in position respectively.

Table-8.3: Teachers and Other Staff

SI. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	Full Time	3	3
		Part Time	3	3
3	Accountant		1	1
4	Assistant		-	-
5	Peon		1	1
6	Chaukidar		-	-
7	Cook		2	2
8	Others		-	-

Source Field Survey, SSA Programme, District Hardoi, U.P.

8.1.5 Status and Staff of RBC:

15 RBCs are functioning in the district of Hardoi. Only 1 RBC has taken as a sample, which is established in 2006 and placed permanently but on rent. 2 teachers are working in this RBC that are trained. 1 teacher receives salary Rs. 1000 per month and other one receives Rs. 500 per month. Both teachers receive salary in regular basis (Table 8.4).

Table-8.4: Status and Staff of RBC

Sl. No.	Particulars	RBC
1	Total Number	15
2	No. of Sample Centres	01
3	Permanent Place	01*
	Temporary Place	00
4	Establishment Year 2006	01
5	No. of Teacher	02
6	Trained	02
7	Payment to Teacher (Rs. 1000/month)	01
	Payment to Teacher (Rs. 500/month)	01
8	Regular Payment	02
9	Irregular Payment	00

Source Field Survey, SSA Programme, District Hardoi, U.P.

*At rent @Rs. 2000

8.1.6 Social Category of Students in RBC:

As per data in the table-8.5, 60 students were enrolled in the Residential Bridge Course in which 31 students are belong to SC category, 14 students belong to OBC, 2 students belong to minority and other 13 students comes under BPL. None of them belong to ST category. At the time of visit, 50 students were present, in which 29 students are belonging to SC category, 9 students are belonging to OBC, 2 students are minorities and remaining 10 students come under BPL.

Table-8.5: Social Category of Students in RBC

Sl. No.	Social Category	Number of Students Enrolled	Number of Students at Team Visit
1	Schedule Caste	31	29
2	Schedule Tribe	-	-
3	OBC	14	09
4	Minorities	02	02
5	Other (Below the Poverty Line)	13	10
6	Total	60	50

Source Field Survey, SSA Programme, District Hardoi, U.P.

8.1.7 Status and Staff of NRBC:

98 NRBC are functioning in the district in which 5 NRBC has taken as a sample, which was established in 2006 and placed permanently. 8 teachers are working in this RBC that are trained. 7 teachers are receiving salary Rs. 1000 per month in regular basis and other one receives Rs. 500 per month, whose payment is irregular (Table 8.6).

Table-8.6: Status and Staff of NRBC

Sl. No.	Particulars	NRBC
1	Total Number	98
2	No. of sample centers	05
3	Permanent Place	05
	Temporary Place	00
4	Establishment Year 2006	05
5	No. of Teacher	08
6	Trained	08
7	Payment to Teacher (Rs. 1000/month)	07
	Payment to Teacher (Rs. 500/month)	01
8	Regular Payment	07
9	Irregular Payment	01

Source Field Survey, SSA Programme, District Hardoi, U.P.

8.1.8 Social Category of Students in NRBC:

As per data in the table-8.7, 172 students were enrolled in 5 Non-Residential Bridge Course (NRBC), in which 22 students are belonging to SC category, 95 students belong to OBC, 40 students belong to minority and 15 students comes under BPL. None of them belong to ST category. At the time of visit, 160 students were present in 5 NRBC, in which 18 students are belonging to SC category, 91 students are belonging to OBC, 39 students are minorities and remaining 12 students come under BPL.

Table-8.7: Social Category of Students in NRBC

Sl. No.	Social Category	Number of Students Enrolled	Number of Students at Team Visit
1	Schedule Caste	22	18
2	Schedule Tribe	0	0
3	OBC	95	91
4	Minorities	40	39
5	Other (Below the Poverty Line)	15	12
6	Total	172	160

Source: Field Survey, SSA Programme, District Hardoi, U.P.

8.1.9 Infrastructure:

Residential Bridge Course (RBC) in the district is functioning in a rented building. The existing furniture is required to be changed as it is not sufficient to meet the class room and hostel requirements. The toilet facility is not available to the girls. The security system for teachers and girls living in hostel is also not available in the school.

8.2 National Programme for Education of Girls at Elementary Level (NPEGEL):

There are 313 NPEGEL functioning in the district. As per survey conducted in only 16 NPEGEL centers. A grant of Rs.1413724 was received by 9 NPEGEL during the financial year 2006-07. The grant is being used for the construction of extra rooms in 06 schools, providing drinking water facility in 2 schools and for construction of toilets in 06 schools. None of them have electricity supply. 13 schools are having Centre for Children Education (CCE). Out of the total NPEGEL, only 4 centres have received grant for TLM, Library, Games and Training. There are total 610 girls found enrolled in these NPEGEL. The free books have been supplied in 13 NPEGEL centres. All the 16 NPEGEL centres are located in the buildings of the Upper Primary Schools (Table 8.8).

Table 8.8: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1	No. of Model Cluster School Surveyed	16
2	No. Of Model Cluster schools Received amount in Financial Year (2006-07)	9
3	Total amount Received Amount Average per School	1413724 157080
4	<u>No Of Model Cluster School Under Civil Work:</u> Extra Room Drinking Water Toilet	6 2 6
5	No of School with Electrified	0
6	No. of School with CCE (No.)	13
7	No of School Teacher Trained with Sanitation	9
8	No. of School received amount for TLM, Library, Game, Skill Training	4
9	Total no. of Girls Enrolled Average per School	610 38.13
10	No. of School provided Free Text Book to Enrolled Girls	13

Source: Field survey, SSA Programme, District Hardoi, U.P.

8.3 Education Guarantee Scheme (EGS), AIE and Madarsas:

There are 39 EGS, 3 AIE and 10 Madarsa in the district of Hardoi. The samples EGSs are located in Bharawan block of the district. The sample AIE is found to be located in town area in the city and the sample of Madarsa is found to be located in Mallawan block in the district. The locations of all sample EGS, AIE and madarsa are at permanent places. Madarsa, AIE and EGS were established during 2003, 2005 and 2007. The payment was reported to be regular and irregular both in all centres. The payment of Rs.1000/- per month was made in each center (Table 8.9).

Table 8.9: EGS/AIE Centres in Hardoi District

Sl. No.	Particulars	EGS	AIE	Madarsa	Total
1	Total Number	39	03	10	52
2	No. of Sample Centres	02	01	01	4
3	Permanent Place	02	01	01	04
	Temporary Place	00	00	00	00
4	Establishment Year				
	2003	00	00	01	01
	2005	00	01	00	01
	2007	02	00	00	02
5	No of Acharya	02	01	01	04
	Trained	02	01	00	03
6	Payment to Acharya (Rs. 1000/month)	02	01	01	04
7	Regular Payment	01*	00	01	02
8	Irregular Payment	00	01*	00	01

Source: Field survey, SSA Programme, District Hardoi, U.P.

*New Joining

*No payment in 2006-07

8.4 Students Attendance:

Student attendance in the alternative schooling centres was found to be good. Number of enrolled student's presence in each was found quit well on the day of the visit. Most of the students are from Scheduled caste and backward castes and girls are in higher proportion as compared to the boys.

Findings and Suggestions

- ◆ There has been found 4 KGBV.
- ◆ The payment of EGS/AIE teachers has been very irregular.
- ◆ The student attendance in the alternative schooling centres is quit well.
- ◆ Most of the EGS/AIE Centres are not functioning properly.
- ◆ The Centres are deprived of TLM, MDM and other programmes.
- ◆ Proper records are not mentioned.
- ◆ VEC members are required to be oriented for the development of alternative schooling.

8.5 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 191 times in primary schools. The average number of visits is found to be less than 1 in a month. NPRC coordinators have visited 566 times in primary schools. An average number of visits per primary school by NPRC coordinators were also recorded less than 1 in a month.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 74 times. The average number of visits is found to be less than 1 in a month. In the same way, NPRC coordinators have visited 150 times in upper primary schools. An average number of visits per school by NPRC coordinators were recorded less than 1 in a month (Table 8.10).

Table 8.10: Details of Academic Input provided by Coordinator

SI. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	191	74	265
	No. of Times (Average) per Month	Less than one in a month	Less than one in a month	Less than one in a month
2	Visits of NPRC Coordinator for Academic Input	566	150	716
	No. of Times (Average) per Month	Less than one in a month	Less than one in a month	Less than one in a month
	Total Schools	124	34	158

Source: Field survey, SSA Programme, District Hardoi, U.P.

8.6 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

8.7 Investigators View about the Schools:

As per investigators view, less than 1 percent to around 64 percent primary schools was having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 16 percent to more than 72 percent primary schools.

The cleanliness in upper primary school was bad in around 65 percent schools. But the hygiene and discipline was all most same in upper primary schools as compared to the primary schools (Table 8.11).

Table 8.11: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	Primary Schools:					
	Security	4 (3.23)	1 (0.81)	1 (0.81)	0 (0.00)	6 (1.21)
	Hygiene	19 (15.32)	27 (21.77)	29 (23.39)	20 (16.13)	95 (19.15)
	Cleanliness	57 (45.97)	81 (65.32)	79 (63.71)	90 (72.58)	307 (61.90)
2	Discipline in Students	44 (35.48)	15 (12.10)	15 (12.10)	14 (11.29)	88 (17.74)
	Primary Schools:					
	Security	1 (2.94)	0 (0.00)	0 (0.00)	2 (5.88)	3 (2.21)
	Hygiene	6 (17.65)	10 (29.41)	10 (29.41)	6 (17.65)	32 (23.53)
2	Cleanliness	16 (47.06)	17 (50.00)	20 (58.82)	22 (64.71)	75 (55.15)
	Discipline in Students	11 (32.35)	7 (20.59)	4 (11.76)	4 (11.76)	26 (19.12)

Source: Field survey, SSA Programme, District Hardoi, U.P.

Findings and Suggestions

- ◆ BRC Coordinators visits were found on an average 132.5 times in both schools (primary and upper primary school) for providing academic input.
- ◆ NRPC coordinators visits were made on an average 358 times in both schools (primary and upper primary school).
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be better at the primary school level as compared to the upper primary level by the investigators.